

THE SCHOOL JOURNAL.

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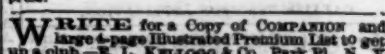
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OUR EASTERN AGENCY.—THE SCHOOL JOURNAL and all of our publications can be obtained of Mr. Willard Small, No. 14 Bromfield St., Boston. He will receive subscriptions for the SCHOOL JOURNAL, TEACHERS' INSTITUTE, and SCHOLAR'S COMPANION, and act as general agent for our publications.

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New York, September 10, 1881.

PLEASE look at the label on the wrapper and see if your subscription has expired. If so, send us \$2.00 for another year.

TEACHING is a grand and glorious work, but it does not follow that it is wholly pleasant. It has its sorrows, its pains. It is a work so great and sacred that one needs at times to be very patient. The great God sends grief to many a human heart not to punish it, but to cause it to grow. Those who teach often need to be taught, and what can teach so well as sorrow. Only let the chastening be rightly accepted.

Unloading.

There is a general feeling that our common school—especially the graded-school undertakes too much. But few have the courage to face the difficulty; they dare not say throw away this and that, for it

would seem almost like sacrilege to do that. Besides, is there not fear that one might be called an enemy to the schools. Dreadful thought! nevertheless State Supt. Newell, of Maryland, says:

"I would suggest changes in the common school curriculum under three heads:—

1. The addition of new subjects of instruction.
2. A new apportionment of time to the old studies.
3. A change in the order of studies.

Children should be taught Christian Morals and their duties to one another; the virtues of honesty, truthfulness and purity should be inculcated not on occasions merely, but 'line upon line and precept upon precept.' I would rob spelling of three fourths of its time. I would discard English grammar altogether from the common schools. I would cut off at least one third of the arithmetic, history and geography. I would abolish in name, but not in reality, making them part of the daily readings and conversation between teachers and pupils."

Every thoughtful teacher must see what we are coming to; we have been steadily loading up. Loading up has been popular; but the pupils cannot stand it. Whether popular or not we must unload.

Dean Stanley.

This eminent man died July 18, at the age of sixty five years. He was by profession a clergyman, but he has been one of the best friends the world has had of late years. He was large enough to be a clergyman, and to know what the world was about at the same time. He took an interest in mankind, not simply those who came to St. Paul's Cathedral when he preached. He got a large salary for preaching; now why did he interest himself in other things? He did it because he was a full-sized man. A heathen cried out once in the theater in Rome:—"Every thing that concerns mankind is interesting to me." (*Homo sum humani nihil a me alienum puto.*) and it commanded applause from every listener. Dean Stanley, a Christian clergyman, showed his belief in the soundness of this utterance, by living for other people.

He endeared himself to teachers by writing the life of Thomas Arnold, the celebrated teacher of England. But he has been known to the world for more than twenty years as the Dean of Westminster Abbey where are buried so many of the great of England. He delighted to meet poor people of shades of all thought and from all walks in life. To walk about the venerable pile and point out the resting places of the eminent dead in an unobtrusive manner, was all the enjoyment he coveted.

He exhibited his breadth of thought by inviting clergymen from other churches to preach in his pulpit. The venerable missionary Moffat and other representative clergymen preached there. He gave room for memorials of Wesley and Livingstone

to be placed in the national mausoleum. "He was beloved alike by peasant and noble and was no more obsequious to the Prince of Wales as royal chaplain than to the poorest man who knelt at the altar of Westminster."

Who ever said more in praise of fearless fidelity than, in this asseveration?—"Give us a man, young or old, high or low, on whom we know we can thoroughly depend—who will stand firm when others fail—the friend faithful and true, the adviser honest and fearless, the adversary just and chivalrous; in such an one there is a fragment of the Rock of Ages."

At his funeral Dr. Vaughan said, "Oh! what a wanton waste if such an intellect as Arthur Stanley's were destroyed!" The correspondent of the *Independent* says:

"The heir to the throne marched in and occupied the pew of his old tutor, who was lying in the coffin before him. Upon the coffin were wreaths of "immortelles," and white flowers from the Westminster School boys, and a handful of lilies from the Queen herself. The venerable Archbishop of Canterbury was in the line, and Cardinal Manning, and Lord Houghton, and Tyndall, and Browning, and the Bishop of Peterborough. The coffin was borne by the same hands that had carried the Dean's beloved wife, Lady Augusta, to her burial, in Henry the Seventh's Chapel. It was set down before the pulpit in which the Dean had stood a few days before.

"By the foot of the coffin the most conspicuous figure was William E. Gladstone. The funeral music was solemn and sublime. Its rich strains swelled and rolled among the lofty arches with prodigious grandeur. Then the deep tones of the "Dead March" were heard, and the procession formed again. The body of Arthur Stanley was taken up and tenderly carried over those historic stones, which he himself had trodden so often and so long. He was to be laid among the great, in his death.

"With slow and measured tread, they bore him past the tomb of Dryden. Old Spenser, and Ben Jonson, and the author of the 'Elegy in a Country Churchyard' were sleeping close by. A little further on, they passed the tomb of Edward the Confessor. The heir to the Confessor's throne was in the procession, and the descendants, too, of many a great warrior who laid in silent stone effigy on those monuments. Gradually the line passed on and on among the columns, until it entered the door of Henry the Seventh's Chapel and disappeared from my view.

"As I looked at the dark-palled coffin, with its weight of flowers, vanishing out of sight, I felt a peculiar grief. A gentler, sweeter, and more unselfish heart I have seldom known; and no man has been laid to his rest amid more sincere lamentations in all this realm for many a year than Arthur Penryhn Stanley. Of him, too, it may be said that his body sleeps in peace; but his name doth live on forevermore."

THE SCHOOL-ROOM.

For the SCHOOL JOURNAL.

Punctuality.

For the Primary Class.

I have had difficulty in getting the children to come early in the morning, but that disappeared about four years ago. I had threatened the children pretty severely with putting them down in the grade, etc., if they did not arrive promptly in the morning, when I received a polite note inviting me to call on Mrs. Smith. This lady had two children in my department; she occupied a high social position; what she said was law to the rest of the town and I naturally wanted to please her.

I made the visit and was very pleasantly received. She said she felt sorry to say that both of her children began to dread going to school, that the teacher did not want to see them because they were a few minutes late. "You see," she said, "they are not very strong and I doubt whether it would not be best for them to stay at home; then I change my mind so that it is my fault that they are late oftentimes, and I presume at all times."

That the children dreaded to meet me was painful to hear. They were two nice children, highly cultured, very polite and thoughtful; I greatly loved them. But the fact was before me for consideration.

"Don't you think you should encourage more and threaten less? In B——there is a school where my sister sends her children and they are much pleased. The teacher is idolized by the whole town." I began to think over the matter and then there determined to start on a new tack.

This was Friday afternoon; on Monday, my plan was ready. As fast as the children came in, I noticed them with a cheerful smile; when all were there, I made a pleasant speech and told them I was going to have a "nice time every morning before we began school." I interested them in this a good deal.

The next morning nearly all were there. I had a basket on my desk and in it were some flowers. First we sang a pretty piece, then followed some, responsive readings, then a song, then the Lord's prayer; then I took out my choice flowers and showed them to the children. I said; "Here are fourteen flowers and I am going to have you vote who shall get them." A committee of three was appointed to select names. The name of one of Mrs. Smith's daughters was proposed and all voted and she came up and got her flower. Thus all were distributed and it created much interest simply because it was a scene in which they were the actors, etc. (It was a distribution of flowers instead of offices.—Ed.)

I then invented about forty different things to be done: Dialogues, Recitations, Tableaux, Curious Things, Stories, Marching, Gymnastics, etc. These were taken up morning after morning; I made a great improvement very soon in the attendance.

But one of the best things I did was to have the scholars elect five of the girls "to assist in making the school attractive." One of the pupils chosen was Ethel Smith. All entered into the undertaking with animation, and I did not have unpunctual scholars in decent weather. If the weather was too unpleasant I urged them not to try to come unless they were sure of being dry and comfortable. I have got over the notion that children should come at the risk of their lives. R.

For the SCHOOL JOURNAL.

Occupation for Young Pupils.

For the Primary Class.

One of the difficulties experienced by teachers who have several grades in their rooms is that of furnishing occupation for the time between the recitations. Frequently an hour elapses before the children can be spoken to again. Evidently they must have something to do. The old rule was sternly given—"Go to your seats and study your books." It is said that a teacher called a little child to her and pointing out the first letter in the alphabet demanded its name. It was the child's first day in school and she, naturally, replied that she did not know. "Don't know your letters! go to your seat then and study your book."

But the wise teacher does not wish her little pupils to study. What they have, they have from her lips; the teaching is to be wholly oral. Hence there will be much time that the pupil will have to spare.

1. One of the best and easiest things is writing words in columns.

2. Writing figures in columns.

3. Writing sentences.

4. Writing little equations as $2 \times 2 = 4$.

But this is work and it tires and the pupil gets restless. There is another occupation that has proved a great help, benefitting the pupil in many ways.

5. Coloring outlines with water colors.

An outline is given and if possible the same properly colored, also a box of water colors with a little cup and a brush. The pupil then colors after the pattern. Of course much crude work will be the result. But those who have tried it are delighted with the results. The publishers (E. L. Kellogg & Co.) are preparing a set of cards and a little book of instruction. The great impulse lately given to art has reached the school-room at last.

For the SCHOOL JOURNAL.

Lessons in Politeness.

For the Primary Class.

Let me tell you a little story. A boy who was very poor, but well brought up, went up to Paris to seek for work. He went from house to house, but the city was full of those who wanted work; and he became quite discouraged. But he kept on and finally entered a store and stood respectfully waiting until the master had finished writing. He asked for work, and was gruffly told "Don't want any body." He very politely asked the man to take him on trial. "Well, I will take you, for you will treat people politely; most boys are rude and saucy." That boy became an errand boy, then clerk and after many years a rich banker. And he always counseled his clerks to treat every one politely.

Now, I will tell you a few things about politeness. You must be willing to give up your way, so as to make another happy. When you are playing games you must take turns so that all shall have pleasure. It is a mean trait to get the best places and not give others a chance. Some will stand before a fire long after they are warmed when others are waiting.

You must reply to those who speak to you. If one says:—"How do you do; reply, "quite well I thank you," or "pretty well I thank you."

You must not pick your teeth at the table, (never do it with your fingers); never yawn in company without putting up your hand to conceal it; never scratch your head, or pick your nose in company; to whisper in company, or point at a person, or even a thing, to laugh at your own stories, to stare at persons, to whistle or hum are all impolite things.

For the SCHOOL JOURNAL.

Lesson in Practical Writing.

NO. 1.

By D. T. AMES.

It is an obvious fact that the good lines and graceful writing can be executed only with a pen correctly held, so the position of pen, hand and writer becomes the first requisite for successful writing.

The position at the desk or table may vary according to the size and form of the desk, and the character of the writing to be executed. It is not practical that under all circumstances the same position should be maintained.



Right Position.—In accordance with the cut, turn the right side near to the desk but not in contact with it. Keep the body erect, the feet level on the floor. Place the right arm parallel to the edge of the desk, resting on the muscles

just forward of the elbow, and rest the hand on the nails of the third and fourth fingers, not permitting the wrist to touch the paper. Let the hands be at right angles to each other, and rest on the book, keeping the book parallel to the side of the desk. This position furnishes the best support for the hand and arm while writing.



Front Position.—In this the same relative position of hand, pen and paper should be maintained as just described. In most schools, when the desks are short, this position is adopted.



Right Oblique Position.—The position to be adopted will be decided by the surrounding circumstances, and is not of such vital importance as that the proper relative position of pen, hand and paper should be maintained; in all of them the arm should be perfectly free from the weight of the body while writing.

Another position at the desk, preferred by some teachers, is the right oblique. Here the pupil rests the forearm on the edge of the desk; the book at right angles to it.



Penholding.—Take the pen between the first and second fingers and thumb, letting it cross the forefinger just forward of the knuckle (A) and the second finger at the root of the nail (B) 3-4 of an inch from the pen's point. Bring the point (C) squarely to the paper and let the tip of the holder (D) point toward the right shoulder.

The thumb should be bent outward at the first joint, and (E) touch the holder opposite the first joint of the forefinger.

The first and second fingers should touch each other as far as the first joint of the first finger; the third and fourth must be slightly curved and separate from the others at the middle joint, and rest upon the paper at the tips of the nails. The wrist must always be elevated a little above the desk.

DEFINITIONS.

The **Finger Movement** is produced by the combined action of the first and second fingers and thumb.

The **Fore-Arm Movement** is produced by the action of the forearm, sliding the hand on the nails of the third and fourth fingers.]

The *Combined Movement* is most used in business penmanship. It is a union of the forearm with the finger movement, and possesses great advantage over the other movements in the greater rapidity and ease with which it is employed.

Whole-Arm Movement is the action of the whole arm from the shoulder, with the elbow slightly raised, and the hand sliding on the nails of the third and fourth fingers. And is used with facility in striking large capital letters and in off hand flourishing.



Main Slant.—A straight line slanting to the right of the vertical, forming an angle of 52° with the horizontal, gives the main slant for all written letters.

Connective Slant.—Curves which connect straight lines in small letters, in a medium style of writing, are usually made on an angle of 30°. This is called the connective slant. (O. S.) See diagram.

Base Line.—The horizontal line on which the writing rests is called the base line.

Head Line.—The horizontal line to which the short letters extend is called the head line.

Top Line.—The horizontal line to which the loop and capital letters extend is called the top line.

A Space in Height is the height of small *i*.

A Space in Width is the width of small *u*.

The distance between the small letters is $1\frac{1}{2}$ spaces, measured at head line, except in the *a*, *d*, *g* and *q*. The top of the pointed oval in these letters should be two spaces to the right of a preceding letter.

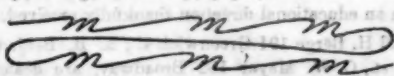
Upper and Lower Turns.—In the analysis of small letters short curves occur as connecting links between the principles. These curves we call turns. When one appears at the top of a letter, it is called an upper turn; when at the base it is called a lower turn.

Movement Exercise.—All instruction in penmanship should be begun with movement exercises which should be arranged and practiced with the view of facilitating upward and downward as well as lateral movements of the hand, and each and every lesson should be preceded with more or less practice upon movement exercises. In practicing upon these movements it should be constantly borne in mind that it is not the amount of practice, so much as the careful and thoughtful effort to acquire precision and certainty, that determines the success of the writer—careless and aimless practice, no more trains the hand for correct and graceful writing than the wild yell of the savage would the voice for elocution.

To practice No. 1, see that the pens are properly held, then write exercise No. 1, then standing on the blackboard, crayon in hand, announce, "we will practice some slides; when I say 'slide' move the pen to the right a half inch; when I say 'one' make a down stroke of the height of a small *i*; move the pens with ease. Ready, slide one, slide, one, etc." Put the *O*'s so that there will be a half inch for the left side of one to the right side of the other.

In pronouncing these, let the teacher give sufficient time to have them done well. Do not be in a hurry. See that the position of writer, pen and paper is the correct one.

Then pass among the pupils and point out the errors in a tone that will be heard by all, as—"Make all parts of the *M* of the same height, 'curve' the connecting slide somewhat," "keep the pen pointing at the shoulder," "more smoothly and lightly over the paper," etc.



To practice No. 2 see that the pens are properly held, then step to the blackboard and write exercise No. 2. Then, crayon in hand, say: "Now we will practice some slides connecting some *M*'s; when I say 'slide' move the pen about half an inch; when I say '*M*' make a neat *M*; make three in the line, then I will call 'return' and you will return and begin a new set. Ready. Slide *M*, slide, *M*, slide, *M*, return, etc., etc."



To practice No. 3, see that pens and writers are in order, then write the exercise on the blackboard. Then, crayon in hand, announce: "Attention; now we will practice No. 3. These are ovals; first make an *O*; instead of stopping

at the top pass around four times. Do it neatly and lightly. When I say 1 make one *O*; when I say 2 go around again; 3, go around again; 4, go around again.

The teacher now counts and surveys his class; he passes around among the pupils and comments and criticises in an encouraging tone. "Some one is scratching the paper; see that you hold the pens properly; here is one where the lines are too far apart; economize the paper; a light, smooth line, etc., etc." This should be said so that it can be heard by all.

The teacher will count, survey his class, stop counting to call attention of the writers to important things in holding the hand, pen movements, etc., etc. Then he will resume counting. He can tell by the sound of the pens whether the work is being well done.



This cut can be used for four distinct exercises: (1) when a small *o* is put within the oval, (2) when an *u* is similarly used, (3) when an *w* is similarly used; (4) when they are combined as in the cut.

The time spent each day on these exercises should depend on the condition of the class. Suppose the class have 30 minutes for writing; give at first 20 minutes for exercises, and ten for writing in the books; then lengthen the line for writing in the books as the pupils exhibit skill in the exercises.

The Writing Book.—The copy should be the same for all. Suppose it to be "The man runs." Write it on the blackboard; you cannot take time now to analyze it; that will come up bye and bye, but you can see that a proper position of pen and paper are taken, and give some general directions about the letters.

For the SCHOOL JOURNAL.

Play.

For the Primary Class.

It is absolutely essential that a child play some part of the day. There is nothing more melancholy than to read of children who never have been allowed to play; who have had no brothers or sisters and have been brought up by maiden aunts, who look at a laugh as a wicked and useless thing. Froebel says: "Deep meaning lies hidden in play."

The teacher should make provision for play; it should be a part of the curriculum or course of study. So much time for study, so much for play. As a rule children know how to play, but the teacher should take part in the play; she should know what the children play and see how they play. In most of the city schools there is a room to play in, in cool weather, and there should be one for every school. We know of a teacher who had a roof and floor made for a play room in the summer; and one of the citizens gave the boards for the sides in the fall. The building was twenty feet square. It was a new thing in that part of the country, but it became popular.

There are objections to playing in the school-room, besides desks are in the way. But yet an ingenious teacher can do something in bad weather. The following plan was used by a teacher who had about 40 children. Play time came around once every forenoon and once every afternoon. The intention was to provide something that would interest and if possible cause smiles and laughter. There was a drum and this was beaten by one of the boys. (1) The pupils were set to marching around the room, their position and their movements were criticized. (2) On a platform a boy was placed with a paper cap decked with ribbons; he was King Fun and as the rest went by they sung a song the chorus ending "your servant, sir, your servant;" each one threw him a bouquet made of paper. At a given signal all stopped and King Fun made a funny speech. Then at a signal the crowd went laughing and singing forward.

For the SCHOOL JOURNAL.

Occupation for Young Children in School.

WORD EXERCISE.

Boxes of letters are among the most desirable pieces of apparatus to use in school. The teacher can purchase very cheaply the alphabet printed on small cards, or he can print them, or he can have older pupils print them, or he can cut them out of paper and print them. Purchase small boxes and label them with the pupil's name; put in each box some consonants, some vowels; put more of the

e's than any other letter. Then having taught the pupils to spell such words as cat, put the cards containing this word where they can be seen. Then take away the *C*, and ask the pupils what other letters can be put in its place. Some will say *H*, some *B*, some *F*, some *M*, some *R*, etc., etc. Put *H* in the vacant place and let them write the word produced—hat; remove the *H* and put *B* in the vacancy and so proceed with the rest.

Next take away the *T* and ask what other letter can be put in its place. Some will say *R*, some *R*, etc. Supply these letters and have the words written.

Next take away the *A* and ask what letter can be put in its place. Some will give *O*, some *U*, etc. Supply them letters and have the words written. The work when finished will be somewhat as follows:

Cat.	cat.	cat.
Hat.	cab.	cot.
Bat.	car.	cut.
Fat.	can.	
Mat.	cap.	

For the SCHOOL JOURNAL.

Keeping the Children In.

There is one complaint that parents make against the primary schools almost everywhere—"They keep the children in after school." This practice is a fashion; it has been in vogue about twenty-five years; it is a settled thing with some teachers. If a pupil does not recite his lesson well, if he shoves his feet on the floor, if he whispers, no matter what—he is told "to stay after school."

Now, it must be said that the sessions are long enough any way; there is a prejudice in favor of long sessions. But when the time is up let them go to their homes. But the teacher will say, "Why, they will not be able to pass an examination." This does not follow; nor does it follow that they will "pass" if you keep them after school. The whole matter was well illustrated at church a few months since. The minister had preached a long sermon and every body was anxious to go, when he announced that Brother X—, from —, was present and would make a few remarks about the need of a church in Georgia. The remarks were made, and then subscriptions were called for, but [the thing failed, for all were mad. The minister remarked, "I declare, brother X—, I ought not to have preached at all. The fact is, what is said after twelve o'clock is thrown away." The same is true of the school-room.

THREE THINGS.—It seems scarcely needful to reply to the contention of those who urge that the art of teaching is to be learned by practice, that it is a matter of experience only, that a man becomes a teacher as he becomes a swimmer, not by talking about it, but by going into the water and learning to keep his head above the surface. Experience, it is true, is a good school, but the fees are high, and the course is apt to be long and tedious. And it is a great part of the economy of life to know how to turn to profitable account the accumulated experience of others. I know few things much more pathetic than the utterances of some head-masters at their annual conferences, at which one after another, even of those who have fought their way to the foremost rank of their profession, rises up to say, "We have been making experiments all our lives; we have learned much, but we have learned it at the expense of our pupils; and much of the knowledge which has thus slowly come into our possession might easily have been imparted to us at the outset, and have saved us from many mistakes." The truth in regard to the office of a teacher is that which Bacon has set forth in its application to the larger work of life—"studies perfect nature and are perfected by experience; for natural abilities are like natural plants that need pruning by study. And studies themselves do give forth directions too much at large, except they be bounded in by experience." There is here, I think, a true estimate of the relation between natural aptitude, the study of principles and methods, and the lessons of experience. Each is indispensable, you cannot do without all three, you are not justified in exalting one at the expense of the rest. It is in the just synthesis of these three elements of qualification that we must hope to find the thoroughly equipped schoolmaster, the teacher of the future.—J. G. Fison's *Lectures*.

ANTITHESIS may be the blossom of wit, but it will never arrive at maturity, unless sound sense be the trunk, and truth the root.

EDUCATIONAL NOTES

ELSEWHERE.

ILL.—The Macon Co. Institute was a grand success—152 in attendance. Much hard work was done. Special attention was paid to the geography of Macon Co. and the State of Illinois and to describing boundary lines, etc. We are going to grade the schools. The Institute held a high place here.

Mo.—We see by the Missouri papers that Prof. J. M. Butler has taken charge of the Steelville Academy. Prof. Butler is a live teacher and is considered one among the best teachers in South Mo. The citizens of Crawford Co. should give the Steelville Academy a liberal patronage, thus enabling Prof. B. to build up one of the best schools in that part of the State. The academy opened on the 5th of September with 110 students in attendance. A normal department will be opened in February for the benefit of teachers who may wish to attend. Instruction in this department, we understand, will be given by the principal, who is a competent normal instructor.

Ohio.—Owing to the indifference of the people of Worthington, and the great difficulty of providing suitable accommodations for students at rates competing with other points, the Ohio Central Normal School will hold its sessions for the ensuing year at Fayette, Fulton Co., Ohio, commencing Sept. 5, in connection with the "Tri-State Normal School," with which a temporary consolidation has been effected. The people of this place have the good sense to see and appreciate the advantages of such a school, and have opened their hearts and their houses to such an extent as to enable the proprietors to reduce the expenses, both in tuition and boarding, about one fifth. The school is still under the general direction of the State Board heretofore appointed; and its permanent location is subject to the most liberal offer from any part of the State, either as a separate school or a consolidation with one or more of similar grade.

Ohio.—At the Cincinnati Teacher's Institute, Mrs. Kate Brearly Ford was present, and her instructions were listened to with deep interest.

The *Gazette* says "Mrs. Kate B. Ford was really brilliant in presenting the subject of 'School management,' and the applause which she received while on the stage was not half as intense as the compliments that passed from mouth to mouth of those who listened. The teachers were remarkably well pleased, and seemed unable to say enough in her praise."

(Mrs. Ford is always listened to with interest for she has something to say that is practical; she is one of the "fortunate few who can clothe their thoughts in clear sentences. Mr. Page became noted as "one who could think when on his feet." It is a happy trait—a sort of genius to be able to speak even better when standing than when sitting. Mrs. Ford is fortunate with her thoughts when speaking or writing. She will soon write for the teachers in these columns.—Ed.)

ILL.—The Clinton Co. Teachers' Normal was held at Clement, opening August 1, and continued two weeks. Co. Supt. Beattie presided. Instructors, Mr. Henry Maurer, Principal of Clement Schools, Mr. C. E. Huey, of the Central Normal, Mr. W. W. Monroe, of Carlyle, and Messrs. A. W. Reagel and Wm. McCutcheon, of Trenton. The number of teachers present was small, but they appeared wide awake; much interest was manifested, and the Normal was therefore pleasant, profitable and a success. The term closed with an entertainment and an examination. The people of Clement were hospitable and social, opening their doors to the teachers and making them feel comfortable and at home. All went away carrying with them many pleasant reminiscences of two weeks spent in their midst. R

EDUCATION is wonderfully cheapened in this country by munificent private endowments and ample State aid, so that at most of our preparatory schools and colleges the necessary expenses to a student are very small. But the luxurious habits of modern civilization are creeping into many of our public and private schools, so that the unnecessary expenses of school life are becoming burdensome. The cost of societies, receptions, exhibitions and dress occasions, is by no means inconsiderable. By and by we shall see the school authorities seeking to suppress some of these extravagances with such announcements for their exhibitions as, "Full dress not expected;" "Friends will please send no flowers;" "No dancing after literary exercises." And they who take the lead in this reform will deserve well of their generation.—S. S. Times.

LETTERS.

EDUCATION.

To my promise! *Entente cordiale!*
My Dear Mr. Kellogg: I owe you a debt of gratitude which I will endeavor to pay. Did all know you, as I know you, your sincere devotedness to the cause of education, your unselfishness, the lack of a mere mercenary spirit, they would be thankful that one was in the van, whose motives were pure, and whose aspirations were wholly that the cause of education might occupy a higher plane.

Enough of this!
Occasionally, you "let the cat out of the bag," when you say: "We saw the other day a school-house, neglected and dilapidated, without even the external marks of decency—in the same place, a church, with all the appointments of a carefully-attended-to establishment?" My business will be to show you why this is so, and why it must ever continue to be so, as long as things go on as they now do. People are not unfortunate and do wrong, because they wish to be unfortunate and do wrong, but, because, generally, they are ignorant.

EDUCATION:

from the Latin, *educere*, "out" and *duco*, "to lead"; educate, to lead out.

What is to be "led out?"
Some years ago I was a student at — College. In the morning, there was quite a little congregation, the thinness of only a door between us of those too late for prayers. In this little congregation, there was rather a different course of proceeding from what was going on on the other side. Some of us were older, some younger. Naturally, the gossip of the day or rather of the night before occupied our attention. And the older knew more than the younger. Suffice it to say that he who instructed us on that occasion, held, afterwards, one of the most prominent positions in civil as well as political life, and that he subsequently left the State of his birth, and the commanding positions, both civil and political, because he was too honest, and the Government was too exacting and would not excuse him for his dishonesty. The foundation of that career was laid there at that college. Had he not been too religious, and gone to illegitimate churches, the probability is that he would have been now in New York, with a respected and honored name. Because that name was an honored and respected name in New York annals, he dropped it and went to —, where he buried both his his name and his previous life. Broader than this I cannot go: imagination must supply the rest.

And yet, no human being can depict the amount of corruption instilled in that morning hour, nor tell how many may trace their ruin to the insidious instilling of that same morning hour. Facts are stubborn things; and it is the logic of facts that brings us to TRUTH.

I do not wish to trespass on your space, nor to prevent that variety which is the essence of a well-conducted journal—only hoping that your printer and your proof-reader will get me in just as I am; and craving your indulgence for the continuance of this subject till I reach my conclusion—hoping that I may give some hints from my own experience, that will be valuable to my fellow-teacher.

ALFRED M. LOUTREL.

I have felt for a long time that I would rather not teach after all I have done, after years spent in preparing myself to teach. I have been a teacher in the district schools. I have been principal of excellent high schools. The reason is this: The system is really good for but a few. I am not certain but very many are damaged. I am really dissatisfied, not with the pay, but with the results. I think education should do more than it does. The system is wrong or the human beings it educates.

(This man is thinking. He looks below the surface. How many feel like him and say nothing? A good many—all who do any thinking. "There is a screw loose"—yes, a good many of them. And first the popular demand is that the pupils be taught many things that are of no use and a positive damage. And, next the teacher goes ahead as though everything, the child's soul, brain and body were made of cast iron. The memory is stuffed, the child is run out like a bedstead, or sewing machine; he is said to be educated, while he is as far from it as ever. Things are not quite as bad as they were. The Latin and Greek furor does not rage as intensely; the grammar case is spending its force; mental arithmetic is subsiding

somewhat. Common sense has a little better chance. But still the child has one side of him roasted while the other freezes.—Editor.)

I notice in your July JOURNAL that in September you intend to publish a new periodical, hoping thereby to furnish more aid to teachers of young children. I am very glad. I have had quite some experience in teaching the little ones, and have tried many new things, and have been very successful with some of them, and if you think an article now and then explaining "these new things" that I know have met with unqualified success in my room, would be of any use to you, I should be glad to write them for you. I wish to help all I can in our great work, and perhaps I could take no better way. I don't know what I would do without the help you give me through your papers, and I sincerely hope the coming year of work may be to us all a successful one. K. M.

(This is excellent, the praise especially is deserved. The writer signs her initials only. Please write again. I will reply. Certainly we want your aid—and the aid of every one who feels as you do.—Editor.)

What are you to do about the defalcations (alleged) in Brooklyn? Are you going to keep mum about it? You ought to write a very, very strong article about it. Of all the robberies this is about the meanest. Education—knowledge—the means of paying the teachers, of educating the children—the people's money so hard to get for this purpose and so needed. It is shameful. L. A. M.

(So it is. And there are a good many things to be set right. The trouble is that a good many don't want any change, and won't put themselves out; won't say a word, won't write a word, won't read a word that is written. You will find the teachers the dearest set of people in the world. Only one out of ten has any life. They want places and they want salaries and that is all. Of course the teachers are not to blame about the shameful state of things in Brooklyn. The Board of Education over there is to blame—the truth is educational matters are at a low ebb in Brooklyn. There are many good principals, some very poor ones. Many assistant teachers are employed without any educational life or power—that is rather the rule. The Supt. in most places bears heavily on the school system, but over there he is a millstone and until he is removed the schools cannot flourish.—Editor.)

I wish to thank you for the August number of the INSTRUCTOR that you sent me, and more than all for publishing the paper. It is just what I, and no doubt hundreds of others, have long felt the need of. I shall try to circulate it as far as my influence will extend. N. P. B.

(That is pleasant reading certainly. Here is a person that it pays to send a "sample copy" to. Now how many are there that will get a sample copy and never think of subscribing? Why, about 99 out of 100. Why is this thus? Because they don't want to know about education—because they wouldn't know education if they saw it—they are just running a little business to raise a little money and they mean to get out of it as quick as they can. A teacher in a school where seven or eight teachers were employed wrote us that all had subscribed but the principal; he declined, saying "that he had many sample copies sent him by the publishers and that would answer for him." That principal should have a leather medal. En.)

Could you put me on the track where I could find some simple or elementary work on chemical analyses or some house that deals in chemical apparatus in your city. Anything in an educational direction thankfully received. B.

(J. and H. Berge 191 Greenwich st., E. B. Benjamin 6 Barclay st., C. W. Meyer 182 Broadway, are dealers in apparatus. Rain's chemical exercises is a good book, published by D. Appleton & Co.)

I received the sample copies and after reading them determined that I would usher in another school year by reading some educational journal. I have been teaching two years and during that time have scarcely read anything of an educational nature. I mean to begin to improve. A. L.

(Amen to that. How many there are, superintendents, principals and teachers, who, if they should speak the truth, would say just what this young woman does. But how few will set out to improve; they will not budge a hair. Dynamite would not stir them. "Have we not a 'place'?" they say. "Go to now, what more is needed!"—Editor.)

EDUCATIONAL MISCELLANY.

For the SCHOOL JOURNAL.

First Days at School.

By B.

"To-day, our baby takes her turn in starting off for school." It is the last line of the pretty poem by Maud Wyman, in *St. Nicholas* for September, and one can hardly read it without thinking of the many, many babies who will soon start off for their first experience in what is to them as new a world as would be to us a trip to the moon.

No day in the years to come will be more full of varied interest than this day is to many of them. Dear Teacher, did it ever occur to you to "put yourself" as it were, in the place of each of the curious little men and women who flock in at your class-room door at the beginning of a term?

Have you started with them from their homes? What a study those homes are!

Have you received with them the parting word from parents and friends?

Have you felt the infusion of courage that came with the mother's tender good-bye kiss, and the wave of the hand as seen from way down the street?

Have you clung tight to the hand of the dear kind one who came all the way to the school-room door, and so lovingly placed you in charge of the teacher? We can readily fancy to what a beautiful, grand place children thus treated imagine they are going, and what a sweet, gentle, good lady they expect to find there, who shall unravel for them all the tangles that perplex their web-weaving brains, making them soon almost as wise as their mamma.

How easy teaching would be, if there were only these in school.

Not that there would never be perplexities, since "boys will be boys," and girls are not always "little ladies." Heaven forbid! But it is an oft repeated truth that when the home is all right, the children are easily controlled.

Alas! there are other and very different homes, and you have felt with the children what it was to hear a last harsh word stinging like a blow, or possibly have felt the blow itself. You have felt your heart swell with the big hurt of words that told you "how glad they were at home to have you out of the way and how they hope if you don't behave the teacher'll lick you." How the way from such a home school-ward was strewn with obstacles, with tears perchance that fell like huge rocks in the path, or like lakes in which one small child whom nobody wanted around might easily perish. What a prison the school house looks to such.

If greeted by calm dignity, and severe reserve, what a very jailer the teacher seems to them, or if met by loving smiles and assuring words, and gentle touches of soft fingers, what an angel she appears. Then there are homes whence little feet start out, where drunkenness and vice of all sort, swearing and blows, are every day experiences. Have you had the hardihood to take the place of such a child?

If so you can understand how it is that some of your class give you great annoyance. They are dirty, ill-behaved; "little wretches" some call them.

You do not, cannot love them.

Your despair of doing them good, or teaching them anything! God forgive you!

Why should not any teacher in this broad land, who has not already done so, resolve to become familiar with the home surroundings of each child under her charge? It is not so hard a task. Many children will by their manner alone tell all about it.

Then, why not decide firmly, so far as possible to treat each, as the needs of each demand? No one step toward reformation is greater, or more needed. I said it would be comparatively easy to teach a class of tidy, pretty, well-behaved little darlings, who come to school with the impression that it is the nicest place in the world except home. I also say, it is the grandest thing a mortal can do, the most self-satisfying and self-strengthening work you will ever do, to teach yourself to become interested in those others, whose surroundings and characteristics are as various as their names, and whose minds are the soil in which you may have to drop the very first good seed; or from which you may have to root out, before there is a chance for any sowing the tares that start so sadly in a

child's life. Oh! it is a great undertaking this, to direct the child's mind during its first years in school. Be not deceived. A pleasant, interesting, all-absorbing, well-repaying work it should be, but, an easy, lightly-responsible work no one can ever make it, and at the same time fulfill the requirements of an excellent teacher.

If you consider it too much trouble for the pay you get, to study as I have suggested the characters of your pupils, how dare you undertake their charge? knowing as you must know, that the future holds you responsible for the good you accomplish in them; or the good you might but fail to do them—which amounts to an actual evil. Do not make yourself believe you are required to teach only reading, writing, etc.

You cannot do that if you would.

No one ever did do it. If you were to go home after school, as you came to school, with each pupil in your class, you would see—often with chagrin no doubt—that you had been unconsciously teaching all day.

How the children tell their friends of the teacher's acts, words, looks, motions, even of her dress. Every human being with whom these babes are associated teaches them, and this universal power is not lost in you because you make teaching a profession, but is increased manifold.

Again I appeal to you, for the unlovely members of your class. They are the ones who need you most.

Take them to your heart and learn to love them, because they need you, and there will be no trouble about their not loving you.

Do not stand afar off and hold out to them your finger tips, that they may feel the wide difference between themselves and you. Come down to them. Be one of them. Find out their likes and dislikes, and take an interest in their fancies.

Do anything your heart suggests as likely to make them feel you are their friend. Not a big, grown-up, lady friend; but a big, grown-up, child friend, who knows just how they feel; and why they are naughty; and how they could not help it; and how they mean to try harder next time. Words don't accomplish these things. The consciousness of their truth comes only of good teaching. When you have once as it were secured a position behind the bounding steeds—that often carry the child over puzzlingly erratic roads—with the reins in your own hands, you will be able to guide most readily in ways that lead to wisdom and virtue, true nobility and a Christian life. It will not be easy work, but only those who have succeeded know how gratifying such an end accomplished really is. No such pleasure comes from easy teaching, and this motto holds the spirit of it all. Seek by every means in your power to control the *desires* rather than the *acts* of your pupils.

A London Ragged School.

This class of schools commenced in London a little over forty years ago. They were established for children (generally of vicious or intemperate parents) whose clothing was of such a character as to unfit them for attending ordinary schools. They were commenced as Sunday schools; but week-day and week-night schools were soon added; other efforts for the benefit of the poor followed, and now many of these schools are centres of missionary and philanthropic effort. I have the last report of one of these schools before me, and a brief statement of the work connected with this will serve as an illustration of what is doing by others.

In former times a certain space around Westminster Abbey was known as the "Sanctuary," because criminals taking refuge there were safe from the law; and in modern times it has been called "the Devil's Acre," on account of the character of the population. One of the streets in this locality is called "Perkins' Rents," and in this street was a public house which is said to have been known for two hundred years as a resort for thieves.

Some twenty-four years ago this public house was to let, and a few Christian friends obtained a lease of it, and opened it for ragged schools—Sunday, week-day and week-nights—for boys, girls and infants. The usual concomitants of such schools were added one by one, and the following is a summary of the present operations of the Institution:

1. A day ragged school for girls and infants, where in addition to the usual items of elementary education, the girls are taught plain needle work, cookery, etc.
2. A day ragged school for boys.
3. A night school, open three nights a week for boys

and girls who are unable to attend in the day time. These scholars are encouraged to rear house-plants, and exhibit them at the annual meeting of the Institution, and each exhibitor receives a small money prize. There were forty-seven exhibitors at the last annual meeting.

4. Sunday schools for boys, girls and infants. A juvenile Sabbath band of 116 members is connected with these, the members of which by consent of their parents promise "not to buy or sell, or use any unnecessary labor on the Sabbath or rest-day."

5. A Band of Hope, or juvenile temperance association. This has been in existence more than twenty years; many of its members are now in various situations, proving and exhibiting the value of total abstinence, physically, morally and spiritually.

6. A mother's meeting every Monday evening. Most of these mothers are engaged in selling goods in the streets during the day. A penny bank and a shoe club, for the purchase of boots and shoes by the payment of instalments, are connected with this meeting.

7. A youth's institute, open every evening for lads between thirteen and eighteen years of age, who are in work and have risen a step over the ragged school. The subscription is eight cents a month, and there are fifty paying members. The operations comprise educational and Bible classes; geometry and free-hand drawings, swimming club, singing class, drum and fife band, penny bank, etc.

8. A meeting for prayer and the exposition of the Scriptures every Wednesday noon. This is well attended by both men and women. The superintendents of the Sabbath school take charge of it.

9. A men's Bible class on Sunday afternoons, some of its members being blind men, who read from books with raised type. Also a Sunday evening service, which is always well attended.

10. A Bible woman who visits in the neighborhood daily, reading, explaining and enforcing the Scriptures and relieving the destitute.

11. A blind Bible reader, who goes from street to street, reading the Scriptures from Moon's raised type, to those who gather around him; making explanatory remarks and answering questions which are put to him. He also sells copies of single books of the Scriptures.

12. A dwelling house for sixty-one families of the poorest class, where they can occupy from one to three rooms, with numerous conveniences, at low rents. The building is five stories high, and is furnished with gas in every room and water on every floor. It has a laundry at the top fitted with coppers, troughs and drying closets. This house accommodates a class of persons who cannot obtain admission to the Peabody Buildings on account of the higher rents; but it is interesting to note that it is now a self-sustaining effort. The late Marquis of Westminster advanced about \$37,000 on mortgage at three per cent, for the purpose of erecting this building, and gave also a liberal subscription for extras. The total cost was about \$44,000. The rents are collected every Monday, and are paid a week in advance.

This is a pretty good exhibit for one London ragged school. The several departments are sustained by separate funds, under one management, so that subscribers may aid one or more as they please. Mrs. J. Barker Harrison, then Miss Adeline Cooper, was the founder of the Institution, and she is now the honorary secretary, the principal collector of subscriptions, and a liberal contributor to the various funds connected with the different departments. She is evidently an earnest Christian worker, and a very successful one.

Chautauqua in 1881.

As usual in returning to a familiar place, we explore it the first moment, half astonished that there are so many changes, half surprised that there are no more. There are many new cottages and boarding-houses; the hotel has stretched itself greatly, and Newton Hall stands as an interloper on the familiar vacant lot opposite to the Temple; otherwise, outside things are much the same. The tall trees wave in the breeze and fleck the sunshine; the moon mirrors itself in the lake; the menagerie quartered in the ark, does its work and passes its jokes as usual. The school of languages, primary and Kindergarten departments, elocution classes, under the tuition of Professor Churchill, of Andover, and "side shows" of every sort, are all in session. The bells wake up the community at six every morning, and order its refractory

every night, while every fleeting hour is regularly tolled to its rest. Vast crowds pour out of the boats and spread themselves through the encampment, or pack into the amphitheatre and auditorium.

The lectures have been remarkably instructive this year; we mention as specially worthy of notice, Dr. William Ward's "Babylon and Assyria with the Chaldean Genesis," Professor Townsend's course on Science and Revealed Theology; "Dr. Schaff's Vision and Epochs of History;" Tourgee's "Christian Citizenship;" Dr. Sims's "Special Providences;" "The Catacombs of Rome," Rev. W. H. Withrow; "Platform Experiences and Peculiar people," by John B. Gough and Frank Beard's "Sunday-school in the United States Congress" and the I. C. U. R.

Chautauqua's new departure, the School of Theology (C. S. T.), promises to do well, perhaps more than any other which has emanated from the prolific brain of the "Bishop of Chautauqua." Its object is to propose to young ministers a course of reading which shall supplement the more thorough education of the schools.

The fee for membership was made \$10.

Another new society was inaugurated to-day (August 18th), called the C. R. Y. F. U. (Chautauqua Young Friend's Reading Union). Its idea is to provide a course of uniform daily reading for little folks after the model of the C. D. S. C. The reading matter is to be supplied in a supplement to the *Wide Awake*, and an able corps of well-known writers have been engaged to prepare it.

Another new development of the Chautauqua idea is its Art Department, placed so far as its instruction is concerned, under the care of Frank Beard, recently elected Professor in Syracuse University. He has two daily classes numbering in all over sixty members, to whom he imparts as much as is possible in three weeks' time of the great principles which underlie all art, the mathematics of perspective, the laws of *chiaro-oscuro*, the delicate details and complexities of variegated shading, and simple directions for drawing from nature. To supplement these lessons, Professor J. L. Corning has given a course of evening lectures upon art, illustrated by superb stereoscopic views. The course commenced with "Egyptian and Greek Sculpture," then took up "Christian Art," "Medieval Artists," "Michael Angelo" and "Raphael" and the "Renaissance," and ended with "Modern Art" and "What Woman has done for Art in all Ages." Newton Hall or the New Archeological and Art Museum, founded by the munificence of Lewis Miller, Jacob Miller, Capt. J. Vandergrift and others, is another accessory to the new Art Department. It was formerly opened August 18th with private dedicatory services, at which only ministers were present, and a public address on the "Recent Progress in Archeology and Chautauqua's Archeological Developments," by Rev. Dr. Kittredge. Through the kindness of Mr. I. H. Hall, Ph. D., and others, there is already quite a collection of engravings, sketches, chalk models and ancient books in the museum; and the money is daily being subscribed to procure complete collections of Raphael's cartoons and most of the leading works of art.

The musical department has been entirely under the care of Professor Sherwin this year: no rival professor has shared either the honors or the labor of drilling the choir. This numbers about two hundred and surprises even musicians at the precision and general rendering which these voices, all unused to singing together, give to such difficult music. There is a session of this "Musical College" every morning and afternoon, and the professor and his pupils do good solid work. There is no band this year and other instruments are much used. Professors Max Liebling and J. Eckert of Westfield, on the piano; Mr. Dwight Johnston, of Cincinnati, and Miss Ada V. Scarrett, of Brighton, Ill., organists; Mr. P. J. Jersey, of Detroit, and Giuseppe Vitale, violinists, with Mr. Leon Vincent, have rendered excellent assistance to the professor at the many fine concerts which have been given from time to time throughout the meetings, and many well-known lady vocalists have given their services. Professor Seward, representing, explaining and teaching the Tonic sol-fa system, destined here, as in England, to become the musical educator of the common people, has held daily classes, which have been very well attended. A conference of those interested in this work was held in the Greek Tent, on Wednesday morning, for the purpose of forming a national association. The Fisk Jubilee Singers have been here all through, and fitted into every possible occasion. They are in very good voice and never fail to give pleasure, but the fresh enthusiasm with which

they were received last year seems to have passed away.

The C. L. S. C. have had their "usual" round-table gatherings in the Hall of Philosophy almost every evening, the anniversary services in the amphitheatre, and the second anniversary of the dedication of St Paul's Grove, in which the hall is situated, on which occasion John B. Gough was the orator, and rather mystified his audience as to whether he was in favor of culture or no. The C. L. S. C. movement has greatly developed and spread during the past year. A California branch was reported here and multitudes of new "circles" in various directions. The curriculum for 1881 and 1882 is:

History.—Man's Antiquity and Language, Outlines and Mosaics of History, and Readings from "Mackenzie's Nineteenth Century."

Literature.—Art of Speech, Illustrated History of Ancient Literature, English History and Literature.

Science and Philosophy.—Popular Reading, Art—Outline Lessons, A Short History of Art.

Religion.—God in History, History in Art.

The normal classes this year have been uncommonly full, and perhaps the absence of some of the old instructors has been of use in securing a more systematic course of teaching. Rev. S. L. Hurlbut had sole charge of the normal class, of which 128 members attempted the written examination, with results not yet declared. Rev. B. T. Vincent instructed the intermediate class and also the primary, but in this he was assisted by Frank Beard's black-board chalk and talk and by addresses from all the most distinguished speakers, as E. E. Hale, J. B. Gough, Gen. O. O. Howard, etc. Between fifty and sixty attempted the intermediate examination and 115 in the primary.

The alumni of the past seven years, 200 of whom were present—there are said to be 1,000 in all—had a very pleasant anniversary re-union followed by a collation in the Children's Temple, with many pleasant speeches, toasts, etc. Similar entertainments took place on other evenings: as, the opening of the S. S. Assembly, August 3d, with its blaze of lights, colored fountain and fireworks; the naval battle on the lake, the camp fire of the C. L. S. C., the children's bonfire and balloons, and the general illumination on procession day. The recreation element is always strong at Chautauqua, but it did not on this occasion, so overtop the educational and religious as it sometimes does.

But the days are gliding swiftly by, the work is almost done.—M. E. WINSLOW in the *Methodist*.

The Public-School Museums of Belgium.

Last year the Belgian Minister of Public Instruction conceived the excellent project of placing all the teachers of the public schools in friendly competition in the work of collecting, classifying, and arranging small museums of natural objects for the use of their schools. The work begun in Belgium shows how, by awakening the proper interest in teachers, schools may be dignified and improved. In this country efficient aid from pupils can be counted upon.

It has long been a custom for country schools to take walks with the teacher on exceptionally fine afternoons. On the first lovely day of spring, teachers are importuned for this treat, but, mindful of the value of time, it is rarely granted. Such a season is spent in running about in wood and field hunting flowers, birds' nests, etc., but without definite purpose; yet what a fund of muscular energy, fresh intelligence, and lively curiosity is brought into play by every one of these "walks," which might be directed to the object of school museums. Children love organization. Organized plays and games, where each has a definite thing to do in a definite order and way, possess an endless charm to young people.

Much material would be collected by the children which would be useless or in excess, but the work of sorting, rejecting the surplus, classifying and arranging, would be very pleasant, and every moment of it a season of instruction. Seeing that teachers and pupils were in earnest, tax-payers would not be slow or stingy in voting money for cases, tables, or whatever appliances were needed for the proper arrangement and preservation of the collections.

The children would make valuable additions to such collections at home, when off committee duty; gems for "our museum" would be rescued from the accumulations of potsherds, old tin fruit cans, and rubbish generally which finds its way into farm or garden waste pits. Parents would become interested when they saw the

enthusiasm of their children, and would render efficient aid. Fathers who are so often obliged to practice the most rigid economy in order to save enough money to send their children to outside schools, because those at home are so inferior, would see in a work thus instituted the promise of improvement in home institutions of learning, and the possibility of saving outside tuition, except where a regular college or university course could be compassed.

Through the ever-increasing interest in education, and especially in public schools, through the better class of teachers coming to the front from our State normal schools, which train teachers for a calling now reduced to a science, through the teachers' institutes now established in most of our States, we are sure to see a more generous outlay of money and energy upon the improvement of our school buildings, and upon apparatus for instruction. Such museums like the one here described would prove a grand stimulus to the friends of education.

Nothing is easier than to inspire young folks with the passion for making collections. Kindle enthusiasm by commencing the work and it spreads rapidly. It may be said that the collecting mania soon dies, but this is hardly true. The postage-stamp mania is hardly dead yet among children, and the button collecting passion is still raging in some places. Besides, museum collecting is something dignified and useful. As long as schools continue, a museum like the following would afford tangible illustrations for classes in the natural sciences: Here is one of the collections entered.

MINERAL KINGDOM.—1. A collection embracing three subdivisions, (a) the principal kinds of earths found in the vicinity of the school, with specimens of the rock from which they were formed; (b) the principal mineral substances of the locality; (c) the principal fossils of the locality.

2. A collection of some fifty specimens of ores, the metals obtained from them, also combustible and lithoid minerals.

VEGETABLE KINGDOM.—3. For each of the three departments of the schools a herbarium complemented by one or two cases of such natural specimens as are not admissible in the herbarium proper—objects designed to illustrate a graded series of plants and organs of plants for pupils to examine and analyze. The collection of the primary department embraced the essential organs of a plant—root, stem, leaf, flower, also the fruit and the seed, each named and described; that for the intermediate department embraced a more complete analysis of the essential organs, the study of a dozen plants chosen as types of important families and that for the highest department the same material for a more extensive study and analysis of a larger number of plants.

4. A large case filled with natural specimens for the systematic study of roots, germination, inflorescence, fructification, etc.

5. A large herbarium embracing three departments—the edible plants of the region, plants used in the industries, and poisonous plants.

ANIMAL KINGDOM.—6. Specimens of certain parts of mammiferous animals designed to complete the notions acquired from pictures or models—hide, fur, hoofs, teeth, etc.

7. An entomological collection showing the perfect insect, the essential parts or organs of the insect, its various metamorphoses, etc.

8. A collection of mollusk shells and marine plants found on the North Sea coasts of Belgium.

TECHNOLOGY.—9. A collection of woods used in the industries of the country, each specimen presenting the bark, the wood in the rough, the wood cut in several directions with reference to the grain, and highly polished.

10. A collection of the building materials of the region. 11, 12, and 13. Collections representing the various phases of the preparation of flax, wool, and cotton, with samples of their chief products.

14. A collection of materials used in the ceramic art, with samples of pottery.

15 and 16. Collections illustrating the fabrication of glass and paper.

17, 18, and 19. Collections for instruction in metallurgy.

20. A case presenting the various methods of grafting the pear, and the principles of pruning the tree.

This, of course, was one of the finest collections made, and that by teachers of some distinction; but it affords

plan for commencing—a working model, as it were. Few of our schools, perhaps, could at first make so full a collection; but they could make a good start on this plan, and aid would come from a thousand unexpected quarters. Let the work begin with the pleasant days of April and May.—*Harper's Weekly.*

A German Primary School.

Eighty fat-faced urchins sat before me in rows of five to a bench, each bench or desk being so constructed that the interior could be plainly seen by the teacher in front and many a hidden plot nipped ruthlessly in the bud. The teacher was not a grammar school girl graduate, not some capricious maiden weary of shop life or waiting for a "long path" to open, but a large fine looking gentleman about thirty years of age. He was well educated, conversed with me in French, and the teacher of the youngest class in the public schools, calling to my mind the strong words of Dr. Holland that "no man is too good or too great to teach a class of little children."

Bidding me to be seated and handing me what he called an "hour-plan" of studies he stepped out before the school and began the lesson in religion. It was the first lesson of the day, although not necessarily the first on all days, for as I conned the plan I saw religion marked for four days a week at different hours.

"Now, my children," said the teacher, "who made this world of ours?"

"Beloved God!" they cried.

"And who is God?"

"A spirit."

"And where does he live?"

"There!" and eighty little fingers pointed upward.

"What did he make first?"

"Light!"

"And where does this come from?"

"The sun!"

"And who saw the sun this morning?"

"Nobody," said a positive youngster in the front row.

"And why?"

That was too much for them, and so the master explained it.

"And now, did any little boy with sharp ears hear the birds sing as he came along?"

"No! no!" they answered.

And then, when one inquisitive urchin asked if they all froze to death, the teacher caught up his question and told them how God's care would brood over and keep the birds till spring came back again.

In this manner he led them on—a class of eighty boys—keeping them one long hour and digressing as skillfully as an old diplomatist to tell them stories, and keep their eyes all sparkling with interest.

It was nothing less than a Sunday school planted firmly in the midst of the German system of education; the infant class of a study which, as I went from grade to grade, grew constantly into more importance, until, when they left the school, children found themselves fairly grounded in religion and, possessing an excellent knowledge of Bible history. And throughout, the whole hour of the morning lesson I looked in vain for a pair of eyes that drooped or a face that looked listless. Not a muscle flagged, not an eye lost sight of the master, not an ear failed to catch the simple stories he told so charmingly. The secret of it may have been that in German schools religion is not a careless exercise, tossed off in half a dozen minutes, and made the irksome beginning of daily duties; not a side affair to shirk or slight, or play with, but rather an earnest lesson, and solid part of the school curriculum, taught like other branches, studied like other branches, and claiming like other branches, its undivided hour of recitation.

The hour was finished and a recess followed. Such is the wisdom and carefulness shown for the little children. At the end of each hour out they all run to a play-ground, windows are thrown open, the fresh air comes rushing in, and a romp and tumble of five or ten minutes brings them back panting, fresh and rosy-cheeked, to the school room again.

The lowest classes are detained in school through two sessions a day, each session being two hours long, and even this broken by a recess. It is long enough; and the memory of my primary school life of six hours a day, half of which was the refinement of misery, makes me shudder at this late day. The Germans have discovered how to make a primary school a pleasure for children. They

come at 8 o'clock, are kept continually busy until 10, come again at 2 and leave at 4. No lessons are studied in school, very few, indeed, at home. Hardly any text books are used, and those of the very simplest nature. Not a book is ever opened for silent study during school hours, and not a minute is lost in either session by teacher or pupil. Most of the instruction is oral—or by means of a blackboard. These scholars of six summers had no writing books, yet they were all good writers; they had no grammar, yet even at this age they were learning to construct their language properly and build words into sentences; they had no singing books, yet they sang the songs of Mozart and Mendelssohn.

And the most striking feature of the whole system is that from the minute a scholar enters the school room until he leaves it, he finds himself reciting. If the lessons are such that they cannot be learned at home then study and recitation are combined in one. If studying is required it must all be done out of school; and the result is that every moment of school hours is consumed in recitation, and consequently the one great source of idleness and weariness at once removed.—*Boston Advertiser.*

Egyptian Relics.

In June last many large and beautiful papyri were discovered near Thebes; also the mummies of thirty royal personages. The *London Times* gives a full account of the matter.

The story of the discovery runs as follows: Last June, Daoud Pasha, Governor of the Province of Kenah, which includes the ancient Theban district, noticed that the Bedaween offered for sale an unusual quantity of antiquities at absurdly low prices. The Pasha soon discovered that the source of their hidden treasure was situated in a gorge of the mountain range which separates Deir-el-Bahari from the Bab-el-Melouk. This gorge is situated about four miles from the Nile to the east of Thebes. Daoud Pasha at once telegraphed to the Khedive, who forthwith dispatched to the spot Herr Emil Brugsch, a younger brother of Dr. Henry Brugsch Pasha, who, during M. Maspero's absence in Paris, is in charge of all archaeological excavations in Egypt. Herr Brugsch discovered in the cliffs of the Libyan Mountains, near the Temple of Deir-el-Bahari, or the "Northern Convent," a pit about 35 feet deep, cut in the solid rock. This gallery was filled with relics of the Theban dynasties. Every indication leads to the conviction that these sacred relics had been removed from their appropriate places in the various tombs and temples, and concealed in this subterranean gallery by the Egyptian priests to preserve them from being destroyed by some foreign invader. In all probability they were thus concealed at the time of the invasion of Egypt of Cambyses.

Herr Brugsch at once telegraphed for a steamer, which on Friday last safely deposited her precious cargo at the Boulak Museum. The full value of this discovery, cannot as yet be determined. The papyri have not yet been unrolled, nor have the mummies been unwrapped. Conspicuous by its massive gold ornamentation, in which carouches are set in precious stones, is the coffin containing the mummy of Maut Nedjem, a daughter of King Ramses II. Each of the mummies is accompanied by an alabaster canopic urn, containing the heart and entrails of the deceased.

Four papyri were found in the gallery at Deir-el-Bahari, each in a perfect state of preservation. The largest of these papyri—that found in the coffin of Queen Ra-ma-ka—is most beautifully illustrated with colored illuminations. It is about 16 inches wide, and when unrolled will probably measure from 100 to 140 feet in length. The other papyri are somewhat narrower, but are more closely written upon. These papyri will probably prove to be the most valuable portion of the discovery, for in the present state of Egyptology a papyrus may be of more importance than an entire temple, and, as the late Mariette Pasha used to say: "It is certain that if ever one of those discoveries that bring about a revolution in science should be made in Egyptology, the world will be indebted for it to a papyrus."

No less than 3,700 mortuary statues have been found which bear royal cartouches and inscriptions. Nearly 2,000 other objects have been discovered. One of the most remarkable relics is an enormous leather tent, which bears the cartouche of King Pinotem, of the 21st dynasty. This tent is in a truly wonderful state of preservation. The workmanship is beautiful. It is covered with hieroglyphs most carefully embroidered in red, green, and yellow

leather. The colors are quite fresh and bright. In each of the corners is represented the royal vulture and stars.

The following Theban sovereigns are the most important of those whose mummies Herr Brugsch has identified: Aahmes I. (Amosis), first King of 18th Dynasty, reigned B. C. 1700 (about).

Amenhotep I. (Amenophis), second King of 18th Dynasty, reigned B. C. 1666 (about).

Thothmes I., third King of 18th Dynasty, reigned B. C. 1633 (about).

Thothmes II., fourth King of 18th Dynasty, reigned B. C. 1600 (about).

Thothmes III. (the Great), fifth King of 18th Dynasty, reigned B. C. 1600 (about).

Ramses I., first King of 19th Dynasty, reigned B. C. 1400 (about).

Seti I., second King of the 19th Dynasty, reigned B. C. 1366 (about).

Ramses II. (the Great), third King of the 19th Dynasty, reigned B. C. 1333 (about).

Pinotem, third King of the 21st Dynasty, reigned B. C. 1033 (about).

Raskhenen (Dynasty and date of reign unknown).

Queen Ra-ma-ka (Hatasen?)

Queen Aahmes Nofert Ari.

The names of Kings Thothmes III. and Ramses II. have lately been made familiar to our readers in connection with the obelisk lately transferred from Alexandria to Central Park. It was the former who ordered the construction of the obelisk, and the latter who, 270 years later, caused to be inscribed on its faces his own official titles and honors. These two monarchs have been removed to the Boulak Museum, where they lie side by side, and even the flowers and garlands which were placed in their coffins may to-day be seen encircling the masks which cover the faces of the deceased just as they were left by the mourners over three thousand years ago.

The *London Post* says: "The place where these precious relics were found is an almost inaccessible cave in the face of the perpendicular mountain, in another part of which the royal cemetery, known as Bab-el-Melouk, is excavated, and not far from Deir-el-Bahari. The most remarkable of the 40,000 objects are 36 royal sarcophagi, with their inner cases and mummies intact, belonging to Pharaohs, queens, princes, princesses, and high priests of the seventeenth, eighteenth, nineteenth, and twenty-first dynasties, so that we are actually in possession of the lifeless bodies of many heroes, who, upward of three thousand years ago, ruled over this country and adorned it with temples and obelisks which are the wonder and admiration of the whole civilized world. Among them is that of Seti I., whose tomb in the Bab-el-Melouk was discovered by Belzoni, but that explorer found neither coffin nor mummy, only the large alabaster sarcophagus now in the Soane Museum, which was made to contain and preserve them. Next in importance we have the plain but highly polished wooden coffin of Ramses II., the Sesostris of the Greeks, with the mummy intact, the royal cartouche distinctly legible on the coffin lid, and on the mummy cloths enveloping the body. The mummy cases of Amosis, son of Amousa, of Thothmes I., II., and III., of Queen Ra-ma-ka and her daughter Mout-em-hat, of King Raskhenen, of Aahmes Nofert Ari, of Aah Hotep, of Ramses I., and of Amenophis, are also in the collection, with the mummies in perfect preservation. The majority of these mummies are inclosed in two coffins, both elaborately ornamented with paintings and gildings, some of them having also certain ornaments inlaid with colored glass, and many of the faces have glass eyes, which give them a most lifelike appearance. Another remarkable object is a royal tent made of colored leather in a checkered pattern of red and green. The inner side of the dome is of blue leather, with yellow stars, and the hieroglyphic inscriptions are perforated in the colored leather with a backing of yellow. Fifteen royal wigs for state occasions are also in the collection. Besides the human mummies we find one of a gazelle, which was probably a favorite playmate of one of the Egyptian princes or princesses. We have also four scrolls of papyrus of great size, on which is inscribed the Ritual of the Dead, elaborately illuminated, and containing the cartouches of the royal persons for whom they were written, one of whom is Queen Hatasen, sister of Thothmes III. Moreover, we have several sets of canopic vases in alabaster, with royal names engraved on the outer surface, 3,700 funeral statuettes, and many other objects of interest.

The position of the cave is an almost inaccessible part of the mountain, the well, 36 feet deep, communicating, by a gallery of 250 feet in length, with a rough-hewn chamber, and the confused state in which all these objects of veneration were found, heaped one on another and strewn about on the ground, lead Mr. Brugsch to the very plausible inference that they had been by friendly hands collected from the various tombs and concealed in this place of safety at the time of some threatened foreign invasion."

What Shall we Teach.

(The following address was delivered by Supt. A. J. Rickoff, of Cleveland, O., before the National Educational Association, at Atlanta, July 19. The boldness of his utterances will challenge attention. Few men who occupy such a position as he does have the courage to delve for the truth and then announce it. "Give us Barabbas. Away with this man!" say the multitude. There are scores of teachers who will say "Amen!" to this—but they will say it very softly for fear of their salaries. "Keep mum" said a New York teacher "if you wish to keep your place." So that Supt. Rickoff deserves thanks for his knightly courage.)

If we teachers were to look beyond the traditional demands of the market for which we are training the little children under our care, and were to analyze minutely and conscientiously the knowledge and discipline of the best classes of grown up men and women, the moral and mental habits, if you please, of well-informed and intelligent people of different vocations in life; and if we were then to address ourselves not to the supply of a market, the demands of which are determined by the ignorant masses rather than by intelligence, but to meet the real needs of a people, there can be little doubt that the curriculum of our common schools would be cast aside as of little value or as absolutely worthless, and its place would be supplied by elements which now scarcely appear on the program.

But let me be more specific. If the schoolmaster, or rather the true educator of the race, were to send a commission to its workshops, its farms, its churches, its political and religious conventions, its teachers' desks, and its editorial rooms, to make diligent inquiry of the men and women to be found there, as to how much of the knowledge acquired in the elementary schools in common to a majority of them,—I mean a majority of the most intelligent,—the very leaders in each class; and if this commission were to make careful observation of every remaining trace of the intellectual and moral discipline of the schools to be found in the modes of reasoning and styles of expression used by those whom they met in the course of their inquiries; and if, when this investigation had been completed, the commission were to set itself about the elimination of everything in the present course of common school instruction which had been found to have been rejected as of least worth by a great majority of the most intelligent workmen, tradesmen, and members of the learned professions, how much do you think would remain of all that is so laboriously taught and so painfully learned in the schools?

Suppose that when room had been made in our course of study by throwing out that which had been found to be comparatively valueless, this commission should substitute therefore more ample courses of instruction in those subjects which in the progress of their inquiries they had found to have been studied at school and to have been extended by the great majority beyond school-life into the self-directive years of manhood and womanhood; and, further, if the commission were to add to this curriculum the study of the agencies through which town, county, state, and national governments act, the mere machinery of the administration, and a few of the more palpable and important principles of political economy; and still further, if it were to add an introduction at least to the great English and American authors, whom to know well is itself an education, and whom it is a disgrace not to know, whose productions are the richest inheritance of our race; or to sum up in more general terms, if we were to subject the common course of instruction in our common district and graded schools to a thorough revision, rigorously excluding all that is consciously and unconsciously neglected as a valueless by intelligent men and women, as soon as they became free to judge and act for themselves, and substituting those things to which every young man and young woman who is ambitious to become a worthy factor in the affairs of the community, the State, or the Nation, is forced to give earnest attention as he emerges from the school; if, in a word, we were to

"prove all things and hold fast only that which is good," we would perform the highest service to the cause of common school education which it is possible for any association to perform.

What, for instance, would be the result of an inquiry among the more intelligent tradesmen and members of the professions as to the knowledge of geography which they have retained or accumulated, we will say, at from thirty-five to fifty years? I do not speak of that alone which they learn in childhood, but of the sum-total of all the knowledge they may claim at the time of the inquiry. I think it would be found that they know very little as compared with the fourteen and fifteen years-old miss who has just passed her examination for the high school in any one of our towns or cities, except as to those points which they have in later years looked up for purposes of business or pleasure. Not having any relation to the course of reading or business pursuits of matured years, the names and locations of rivers, mountains, lakes, cities, capes, nations, etc., drop from the memory of most men as the features of people who pass us in rapid-moving procession. The study having served its purpose in the recitation-room and examination-day, is promptly dismissed from the mind. Test the value of a study thus pursued by any standard you please, and it is valueless except as to its general outlines, which can be learned in one-third the time now allotted to it. As studied it contributes little to our stores of useful information and still less to the discipline of mind, inasmuch as it begets a habit of careless indifference to what we have learned.

There is only one possible good which the study of such a multiplicity of details can serve. The persistent effort to store them in memory, even for temporary use, puts the faculty of attention under the control of the will. But if that is the only advantage we expect to obtain from it, the names and the infinitely varying characteristics of the objects which are all about us in the natural world and in the world of art and industry, would serve the purpose still better.

Take English grammar. Its utility in training us to speak the language with correctness and precision is claimed by very few of those who advocate its retention in all its magnificent proportions in the curriculum of the elementary schools. Its claims rest mainly on its assumed value as a disciplinary study: but I am willing to concede little in its favor which I would not concede to geography. As to the training of judgment and reason, which is claimed as the chief excellence, I must say that I have no very high respect for it. Taught at an age when the power of abstract reason is yet very feeble, the supposed exercise of reason is likely to be only an exertion of the verbal memory. At this period of life the interest which may seem to be excited in this study is only a fear of reproof or a laudable ambition to stand well in class. That it is beyond the capacity of children in our elementary schools, is now allowed by most authorities on the subject. If their conclusions be true, the deduction is inevitable that the study is not only useless but pernicious—pernicious not alone because it displaces other studies which would be of far greater practical utility, but because of the mistaken notion of the true nature of a process of reasoning which it begets in the mind of the average child. Premises being given, and a conclusion derived by a false process, or by a process which is not understood, the integrity of the reason is violated and confidence in its operations impaired, and the faculty itself permanently weakened instead of being strengthened. I have no hesitation, therefore, in rejecting grammar or the greatest part of it, from the list of common-school studies.

But what of arithmetic? I answer with some reluctance, because I know how strongly fortified this subject is in the minds of the people. For illustration, I might say that an amendment of the catechism has been proposed by a gentleman in the part of the State of Ohio from which I came. In answer to the question, "What is the chief end of man?" he would reply: "To glorify God and study Arithmetic forever." Within a few years past, say the last thirty or forty, far more attention has been given than it deserves. We do not teach it too well, not well enough, as to its elements, but we attempt to teach too much of it. We teach more in the schools than is necessary in the counting-house. I am told by the gentleman above referred to that, having occasion to draw a note which should realize a certain sum when discounted at the bank, he found the cashier unable to reckon the amount for which it should be drawn. This suggested a

series of inquiries among bankers, which resulted in the discovery that hardly one out of ten could make the calculation on sight.

Again, I am told by insurance-men that they are never called upon to effect an insurance covering both the value of the property and the sum paid for insurance, and that in consequence the computation is never necessary. Here are two famous "gags" of boards of examiners with which you are all familiar. They require a knowledge of arithmetic beyond what is required in the very lines of business to which they are supposed to pertain, yet they are treated of in every school text-book on this subject.

The truth is that in arithmetic we ought to attempt to teach only that which is common to all trades and professions, certainly no more than is common to a majority of them. What is peculiar to the banker, the insurance agent, county auditor, the collector of customs, the exchange broker, should be taught as belonging to a trade or profession to be learned only when it becomes necessary in learning the trade. It may be said that the customer at bank needs to know how to discount a note as well as the cashier; but to this I reply that with a little common sense, if he knows how to cast interest, he can detect the error of the bank clerk, though fit may take him some time to acquire the facility in doing it which the clerk needs.

If a boy is skilled in addition, subtraction, multiplication and division, integral, fractional and compound, and knows how to compute per centage and one good way of casting interest, he can take care of himself in the commercial dealings to which his business incidentally calls him, and with that he can easily acquire facility in those computations which belong specially to his own branch of trade.

So far as the common problems in mensuration are concerned, I would have them provided for in a simple course in geometry, which I would have substituted for the many commercial rules now required. If the question were directly under consideration, I think it might be maintained with success that the measurements of surfaces and solids is of far more general utility than the reckoning of annual or compound interest or bank discount or partial payments, and certainly, to say the least, they are quite as simple. I would say study, master these applications at any cost, if they were essential to the mastery of the elements of arithmetic, but they are not. As a matter of fact, I think it will be almost universally confessed that these special applications are taught at the expense of an understanding of the elements, at the expense even of readiness and accuracy straight addition, subtraction, multiplication and division of simple numbers.

If the claims of competing studies had been duly weighed, and the work now required had been fixed by a competent commission of intelligent men, in the light of circumstances as they exist to-day, I would be slow to question the wisdom of their decision; but it is a notorious fact that the multiplicity of rules and cases to be found in our text books on this subject, is due to the efforts of one author after another to make his books more complete than the previous publications with which they are to come in competition; and being in the arithmetic, the teacher, especially in our ungraded schools, feels under obligation to teach them all, lest perchance it might be charged that he himself could not do all the "sums" in the book.

I have read your articles on high schools—you favor them. But what do you say to this exhibit in this town? It has cost \$24,827.12 to educate 232 boys two years, or an average of \$107 per head. Only 73 out of the 232 graduated. The cost of the High School impairs the efficiency of the common schools, because the money that would be spent on them is spent on it.

(Let us look at this a moment. There are defects in our High School plan, but the idea is a good one. Shall they be free, that is the question? Cities that have tried it say it works well. What more can be said.)

ENGLAND.—The Oxford University Commission of 1877 has abolished permanent "Fellows" of colleges, "a class which," writes the London Times, "small though it was, exerted a marked power." Among them were Addiscn, Eldon, Whewell and Macanlay. Henceforward Fellows, unless appointed to college offices, will only hold their fellowships for seven years. What the result will be remains to be seen; whether the same class of students will continue to be candidates for a prize which lasts seven years instead of a life-time.

FOR THE SCHOLARS.

Albert.

BY MRS. A. ELMORE.

A rosy cheeked, blue-eyed, flaxen-haired boy, about fourteen years old, quick as a flash in doing errands for the steward, clerks or cashier.

"Albert can do it," was the reply many times a day when some one was needed for an odd job, for which there was no one especially assigned and no one to be spared from the regular duties of their position. We could but notice him, and remark about his willingness to work, his good nature, and ready wit when any one tried to "chaff" him.

"Are you an American, Albert?" inquired one of our party, as he stood waiting for a message to be written.

"No, Madam, I am German."

"How long have you been in this country?"

"Not quite a year."

"You speak English very well. Had you been taught the language at home?"

"No, Madam; I could not speak a word of English when I came here."

"Have you relatives here?"

"Not one, and only my mother in Germany."

The tears crept into his eyes, and two or three trickled down his cheeks.

"She is so lonesome without me; I feel bad for her, but I write to her every week."

"How did you happen to come over here all alone?"

"Our minister had a friend in Oswego, New York, who would receive me and teach me the English language. They arranged everything for me. In seven weeks after I arrived at Oswego I could read, write and speak English so well, that I went as coat-room boy to a hotel. In a few weeks after that I came to New York and found a better position in the coat-room of a theatre. When the theatre closed for the summer, I came down here to get something to do until the fall."

"Will you return to the theatre then?"

"No, Madam; I expect to go into a shipping office where I can stay and learn all the business; in three years I can go after my mother; she could not come alone to me."

A few days after our conversation a new boy appeared in Albert's place, and we learned that a good position had been procured for him by one of the guests who had observed his keen aptitude at learning "American ways."

Of his ultimate success there can be no doubt, if he always avoids bad companions as carefully as he does now. An industrious, honest, willing boy, even though a stranger in a strange land, is always sure of good friends and helping hands.—*Scholar's Companion.*

What a Tramp Did.

BY EDWIN RUSSELL.

One day, when the work was all done, and father was sitting at the door, holding the baby, a frightful-looking man came along. I thought he was a burglar, or robber, and was surprised that my father did not run away. He asked for something to eat.

"Why don't you get a job of work?"

"I ain't well enough; I was in the war and got wounded."

"Where were you wounded?"

"In my back; I can't bend over."

"Bring him a piece of bread," said my father.

"I want money more than I do victuals. I want to get home; I live in Detroit."

"Why it seems to me you used to work in Reynold's saw-mill. What is your name?"

"Collins Abraham Collins," was the reply, given with poorly concealed uneasiness. "Well, yes, I did work there, and I may as well say I was the superintendent."

"And you got good pay?"

"Well, yes, but I fell out with Mr. Reynolds, and I have been sick as I tell you."

"And how about the war? You had no trouble with your back when I used to draw lumber. Do you remember how you looked in those days?"

To this, no answer was given.

"Why, I was working hard then for \$30 a month, and you must have been paid \$100 a month; weren't you?"

"Yes, sir, more than that."

"Well, here I am; I have worked hard since then, have a little house, and wife, and children, and can support them. By the way, you had a wife and children then. Where are they?"

Collins looked sad; he sat down on the door-step and told his story.

"I was manager at the mill, and I well remember your coming to get lumber. I got along well until I took it in my head to go up to the tavern in the evenings. I got to drinking and was soon turned away from the mill. I got another place and was turned away from that; and so it has gone on, and here I am just as you see me, a poor tramp. Oh! I have had good places, for I know all about a mill; my father was a mill-manager, and I learned it from him. But I have been foolish about drink."

"Why don't you give it up and start anew?"

"Oh! its of no use; I can't reform; I'm too old. I am a ruined man!"

"I don't think so, Mr. Collins. You could get another position if you were sober a year. Is not that true?"

"Well, I suppose it is, but I don't think I can reform. can't stop, I've tried it a good many times."

"Who manages Reynold's mill now? Is it not the boy who cleared away the sawdust when you were there?"

"Yes, he has got to be manager."

"Could he have got there if he had not been sober? Now you must become sober the very first thing. I will do this; I will set you to work, and you shall give up drink, and in a year's time you will get a good place. But you must keep away from the saloons and taverns."

Abraham Collins promised that he would reform, and my father set him at work. There was a temperance society in the place, and he attended the meetings. He staid home nights, but he was dreadfully lonesome, for he had sat his evenings in bar-rooms and saloons. One night I showed him my "Arabian Nights," and he was wonderfully taken with it, and read it through. Then he read "Robinson Crusoe" and my other story books. He became a sober man, and was very kind to all of us.

One day my father went over for a load of lumber, and when he returned he said:

"Mr. Collins," (for my father always spoke respectfully to him) "they want a man over at the saw-mill, and I spoke about you to Mr. Reynolds. He wants you to come back and help him; he will give you forty or fifty dollars a month."

It is many years since then. Abraham Collins has become a gray haired man; he is still at the saw-mill and very much respected. I often think of the good which my father did to that man; of the evil which drinking whiskey does; of the sure reward that comes from self-denial; of the degradation that follows from giving away to temptation. And I believe that every tramp could live honestly and happily if he would only listen to the advice that is given to him.—*Scholar's Companion.*

Beer Drinkers.

There are many persons who drink beer and say it does not hurt them. Beer contains alcohol, and alcohol is a poison. It will kill a person if taken in sufficient quantities. About three months ago an item appeared in a New York daily paper, which stated that two boys had found a bottle of alcohol and had drunk it, and both died. But some will say the amount in beer is so small that it will do no hurt.

I know an elderly German who keeps a paper stand; he is short, but is twice or three times as heavy as he ought to be. One of his sons says, "Father drinks too much beer." He replies, "Oh, I don't drink much." But look at his puffy cheeks, hear him breathe. I came in one morning to find the old man gone. "He is very sick; the doctor says his heart is full of fat." Oh! no, he did not drink too much beer.

The truth is, that one glass a day might not hurt one, but a man gets the taste for it, and there is no stopping him. It reminds me of the boy who had a tame bear at Parkville, L. I. He played with it every day; it seemed to be a good bear. But one day he was suddenly seized by the bear and killed by a bite on the back of his neck. Alcohol is like a tame bear that you can play with for a while, but is very likely to bite at last to the death.

I knew a woman who once was slender enough; she became ill; the doctor advised beer; she got an appetite she cannot control. Now she weighs 300 lbs, and is a mass of red, bloated flesh. She says she could not live without beer. She sends out and buys two quarts at a time. Beer is dangerous you see. Let it alone.

Margaret Fuller Ossoli.

Margaret Fuller was the daughter of a lawyer, and was born at Cambridgeport, Massachusetts, on the 23d of May 1810. Her father undertook to educate her himself, and he crammed her with learning, early and late, in season and out of season. As she advanced into womanhood, she pursued her studies with incessant energy. "Very early I knew," she once wrote, "that the only ob-

ject in life is to grow." She learned German, and made an intimate acquaintance with the writings of Goethe, which she passionately admired. Her reputation for learning, and for extraordinary eloquence in conversation, had become widely diffused in and around Boston, and her acquaintance was sought by most people with any literary pretensions.

"The day was never long enough," says Mr. Emerson, "to exhaust her opulent memory; and I, who knew her intimately for ten years—from July 1836 to August 1846—never saw her without surprise at her new powers. She was an active, inspiring companion and correspondent. All the art, the thought, and the nobleness in New England, seemed related to her and she to them." Her sympathies were manifold, and wonderfully subtle and delicate; and young and old resorted to her for confession, comfort, and counsel. Her influence was indeed powerful and far-reaching. She was no flatterer. With an absolute truthfulness, she spoke out her heart to all her confidants, and from her lips they heard their faults recited with submission, and received advice as though from an oracle.

It was in conversation that Miss Fuller shone. She would enter a party, and commence talking to a neighbor. Gradually, listeners would collect around her until the whole room became her audience. On such occasions she is said to have discoursed as one inspired; and her face, lighted up with feeling and intellect, dissolved its plainness in beauty of expression. Some of her friends turned this faculty to account by opening a conversation-class in Boston in 1839, over which Miss Fuller presided. She opened the proceedings with an extempore address, after which discussion followed. The class was attended by some of the most intellectual women of the American Athens, and very favorable memories are preserved of the grace and ability with which the president did her share of duty.

In 1844 she removed to New York, and accepted service as literary reviewer in the New York Tribune. In 1846, she visited Europe, long an object of desire, and in December 1847, she was married to Count Ossoli, a poor Roman noble.

She was a friend of Mazzini's, and when, in 1848, revolution convulsed almost every kingdom on the continent, she rejoiced that Italy's day of redemption had at last dawned. During the siege of Rome by the French, she acted as a hospital nurse, and her courage and activity inspired extraordinary admiration among the Italians. When Rome fell, her hopes for her chosen country vanished, and she resolved to return to America. At the outset of the voyage, the captain sickened and died of confluent small-pox in its most malignant form. Ossoli was next seized, and then their infant boy, but both recovered, though their lives were despaired of. At last the coast of America was reached, when, on the very morning of the day they would have landed, July 16th, 1849, the ship struck on Fire Island beach. For twelve hours, during which the vessel went to pieces, they faced death. At last crew and passengers were engulfed in the waves, only one or two reaching the land alive. The bodies of Ossoli and his wife were never found.—*Scholar's Companion.*

Two Millions of Diamonds.

There are some people in the world who have a great deal of spare cash; those who want to make a display put it into jewelry and clothes; those who want to accumulate it put it into stocks, bonds, or property.

In Saratoga a great many rich people assemble to see each other; they try to outdo each other in display. In August there was a garden party at the Grand Union Hotel. Five thousand Chinese lanterns hung in the trees, and the fountains were illuminated with colored lights. The display of fine dresses and jewelry was wonderful. It is estimated that the guests wore two million dollars worth of diamonds. But how much anxiety was felt by those who have these valuable ornaments! One lady said, "I never feel happy with my diamonds on; I am in fear they will be lost or stolen; I am glad to get them off."

THE HIGHEST LAKE.—Green Lake in Colorado, is 10,352 feet above the level of the sea. It is just at the foot of the snow that is massed on the mountains. Pine forests surround it, vast masses of rock and petrified forests white as marble are seen far down in the water. Salmon and trout are found in it.

HOMER'S ACID PHOSPHATE should be used when you are nervous and cannot sleep.

BOOK DEPARTMENT.

NEW BOOKS.

Publishers will favor themselves and us by always giving prices of books.

THE PRACTICAL MUSIC READER, by Wm. Locke Smith. Cincinnati: Jones Brothers & Co.

We have read this volume with much interest because there is a real need for a music reader. And music should be taught in our schools. Some leave it out from ignorance, some for want of time—preferring to teach "the bread and butter" studies, as they call them. Now, there are no studies that have more bread and butter in them than music and drawing. As to the latter, we go to Germany for millions of dollars of pictures, cards, chromos, etc., because there is no one here to design them. We do not teach drawing enough. The same is true of music. Let any one look at the German boys who learn music. They work with more earnestness, steadiness, and purpose; the effect of music is perceptible in these things.

This volume proposes to put in the hands of the pupil the means of learning to sing. Many of those who teach "the regular branches" as we call them, cannot teach music. So there is need of a volume that will aid the matter. This book goes at it like an arithmetic or geography, lays out the work in lessons, and gives the pupil something to study. Hence it is well adapted to these schools where there is no special teacher of music.

An examination of the method employed in the book leads us to believe that it is well designed to carry the pupil forward by gradual and easy steps. The voice will be developed, and the mind and heart cultivated by the songs. As to the words and music in the songs special mention is due; we do not know of any volume that breathes a purer and brighter spirit. There are songs of nature, songs of praise, and songs of cheerfulness, so that we deem the work worthy of high commendation.

GRADED LESSONS IN ENGLISH. An elementary English Grammar by Alonzo Reed, A. M. and Brainerd Kellogg, A. M. New York: Clark & Maynard.

This volume has had a deserved popularity in consequence of its practical character. English Grammar has proposed to teach the pupil to use the English language in a correct manner. But it has turned out to be no more than a gymnasium; like Geometry it has only tried the thinking powers of the pupil. After a while, it became apparent to the public that the teachers of English language claimed too much. A reaction set in, and English Grammar has been made to teach how to use the language. Some of the new sort of grammars are very good text-books indeed; some are intolerably bad.

This volume proposes to teach the pupil how to use the language, in an attractive way and it also proposes to give him a knowledge of the science of the language also.

The authors claim that the lessons in this volume are carefully graded—this is an important feature. Nineteen lessons are given of a simple character to introduce the subject and predicate and then the modifiers are introduced. A diagram of a very simple kind is used, the modifier of the subject being placed under the subject and those of the predicate under the predicate.

The authors then proceed in a careful way to introduce one point at a time so that the structure of the sentence is well understood. At the thirtieth lesson errors for correction are introduced. It is usual in

most grammars to divide the subject into four parts and to treat these parts separately; but the authors have done a more practical thing. They introduce rules for punctuation and capital titles at once.

Rules are introduced when needed, and it is an excellent feature that there are but few of these.

The authors are teachers in the Polytechnic Institute in Brooklyn, and it is an advantage that they have tried the schemes they recommend to others and have found them to produce good results.

HIGHER LESSONS IN ENGLISH. A work on English Grammar and Composition by Alonzo Reed, A. M., and Brainerd Kellogg, A. M. New York: Clark & Maynard.

A new movement has certainly set in respecting grammars. Grammar is a progressive science. The authors have evidently been endeavoring to make a text book that would be of service in school-room. They have evidently studied the subject with much care; they see clearly enough that the learning of rules and the parsing of sentences according to these rules amount to but little. They desire to produce pupils who will speak and write correctly. They teach the science with this end in view. Hence it is a language book rather than a grammar book; they put just about the right amount of faith in grammar, we think—grammar for the sake of language.

The sentences for analysis are well selected; the analysis is plain; the rules are few in number. The structure of the sentence is thoroughly taught. And, it may seem a slight thing, but the pupil learns at the outset that capitals and punctuation mean something.

A TEXT-BOOK ON RHETORIC, by Brainerd Kellogg, A. M. New York: Clark & Maynard.

This volume of over 300 pages is attractive in appearance. The work is constructed on a plan that will be approved of by the practical teacher; its main purpose is to teach the pupil to write; style is made secondary. It is usual to find books on this subject loaded down with theory, but in this composition is put first. How to analyze thought is important, but it is better that the pupil analyzes his own thought. The work will certainly aid in vigorous and strong thinking, and in getting that thought on paper.

The pupil is made familiar—that is, supposing him to be under a sensible teacher—with invention and quality. The former deals with essential structure; the latter with style. The cardinal properties of style are detailed, and then examples are given for practice. It is a volume that cannot fail to be a right hand of help to a living teacher.

FORBRIGER'S PATENT DRAWING TABLET. Cincinnati: Jones Bros. & Co.

We have several numbers of these tablets before us. They are (the smaller size) 6½ by 8 inches. The paper is made into a "block" and the pupil draws on the first sheet, removes it, and then uses the next. The paper has a yellowish tint, and the plan will undoubtedly work well. The larger size is 8 by 9 inches, and is made on a similar plan. Among the advantages presented by this tablet are these: there is no opportunity to soil or injure the sheets; there is a solid smooth surface to work on; the charm of novelty in the exercises is preserved. These claims are well substantiated and the series is a good one. The drawings to be copied are well graded and well planned. No. 1 consists of plain lines that can be easily copied. In this

block are forty exercises, and all are suitable for the young children in our primary schools. We think the plan one that will prove very popular and useful.

THE NEW HOUSE AND ITS BATTLEMENT. By the Rev. Joseph Cook. New York: National Temperance Society.

He considers the question of civil liberty under republican institutions, where the ballot is given to ignorant and intemperate people, and shows that the proper battlement to be placed around the roof of the new house which we are building in these modern days is found in the temperance cause. "The future of the government of the people, by the people, and for the people is inseparably bound up with the cause of the sobriety of the people." The great question of the ballot for temperance in our great cities is ably considered, the responsibility of the moderate drinker for the mismanagement of cities pointed out, the wine question discussed, and the whole subject handled in such a masterly manner as to make this pamphlet important and indispensable to every earnest reformer. Everybody should read it. 12mo, 24 pages. Price 10 cents.

SONGS FOR THE LITTLE FOLKS. By Mrs. W. F. Crafts and Miss Jennie B. Merrill. New York: Biglow and Main.

This is for primary classes in the Sunday schools and day school. There are many very beautiful songs in this little book, and there is hardly a pretty song not to be found in it.

MAGAZINES.

It would be difficult to point out any particularly interesting article in the September *Scribner's*, as its contents are so well-balanced. But those which will please every one are the illustrated papers on "The Society of Decorative Art," by W. C. Brounell; "The Wheel as a Symbol of Religion," by C. F. G. Cummings, and "The Coniferous Forests of the Sierra Nevada," by John Muir. A poem by John Vance Cheney, is accompanied by an exquisite illustration by Roger Riordan.

The two pictures which greet one on opening *Harper's* for September are Abbey's setting for one of Herrick's poems (fronispiece), and Jesse Curtis Shepherd's illustration to a poem by H. H. Their beauty prepares the reader for what follows in the way of illustrations, by C. S. Reinhart, Thomas Moran, Douglas Volk, A. Fredericks, T. de Thulstrup and others. A. F. Oakley gives some valuable hints about "The Framing and Hanging of Pictures." Olive Thorne Miller relates the experience of some ladies who went to Maine for a Sketching tour; William H. Riding describes "The English at the Seaside," and Nora Perry has a narrative poem. In every respect *Harper's* is delightful.

Wide Awake for September makes an announcement that will delight all the readers who know what its pages contain. The next number will be enlarged to admit another department—a reading union for young folks on the plan of the one organized at Chautauqua. Sixteen pages each month on history, literature, work, behavior, and hosts of other things to interest and benefit the young. In order to admit this extra material the subscription price will be \$2.50 instead of \$2.00. In the September number the boys will learn how fishing rods are made, and follow the further history Honor Bright in "Having His own Way." The short stories will attract every one, young and old, as will the poems.

Good Company for July appears behind time, but not the less interesting for that

reason. Ellen W. Olney contributes a story; H. W. Hulbert an article on "The Factory Operatives of Manchester, England," Emilio one on "Four Days at Yorktown." Emily A. Braddock two poems, and several descriptive papers make up the rest of the contents.

The *Art Amateur* for September is filled with good things for artist and amateur. The two papers on Painting Landscapes in oil, colors, and colors in China Painting, are alone worth double the cost of the magazine. These are written in so clear a style as to be easily understood. From the article on China Colors in particular a correct knowledge can be gained as to the similarity of mineral and oil colors, a very necessary and difficult knowledge to the beginner. First lessons in etching illustrated by two practical artists, must attract attention to this beautiful art. "The Study for a Country Home" gives a glimpse of fairy land pleasant to read of, long for, and imitate; while for the collector, designer or general reader the illustrations and entertaining text cannot be too highly commended. The designs for embroidery, etc., are especially good. Altogether the magazine is doing excellent work in the right direction, for while we are pleased to know what is going on in neighboring cities in the way of art, we most desire practical instruction in real work and designs within the reach of the amateur as well as the studio. The *Art Amateur* is published at 23 Union square, New York; \$4 a year, including postage.

Good Company (Springfield, Mass.; \$3.00 a year), Number Twenty-three, has "The Cumberland Table-land and its People," the region where the Rugby colony founded by Thomas Hughes, author of "Tom Brown," is. There is an installment of "Mildred's Caprice," the serial story now running; a complete story; an article about the factory operatives of Manchester, England; "Four Days in Yorktown," apropos of the approaching centennial celebration there; and various sketches, poems and short articles.

NEW MUSIC.

The anthem by T. A. Walmisley, "Unto us, O Lord," in the September *Musical Herald* should be examined by choir leaders. In the music pages there is also a mezzo-soprano song, "In the Golden Eventide," by the English composer Ciro Pinsuti; Hindoo melody, and an easy piece for the piano by Coote. The "Children's Department," lately opened, continues to be pleasant and suited to young folks.

Whoever wants miscellaneous music for a small sum of money, should send for the August number of *Gouldland's Monthly Journal*. It is published in Boston at eight cents a copy. The number alluded to contains two songs, "The Baby and the Fly," by J. L. Molloy, and "The First Letter," by the same composer; Waldtenfel's "Siren Waltz," and a one-page piano piece "Evening Bell."

F. W. Helmick of Cincinnati, publishes a song called "God Bless the Little Woman," by Charlie Baker. The words were suggested by the President's message to his wife after he was shot. The music is simple and easily learned, and a chorus follows each verse.

The *Musical Record*, the weekly published by the firm of Oliver Ditson & Co., has made one alteration in its headress, which is the first of a number of improvements which are planned for the next year. For August 27th the music pages give the beautiful aria "O, Rest in the Lord," selections from the comic opera "Bill Taylor."

PAMPHLETS

Annual catalogue of Hartwick Seminary for the 66th academic year, ending June, 1881. Albany, N. Y.

Abolish License, a temperance address by Rev. H. H. W. Hibshman, D.D. New York: National Temperance Society. Price, five cents.

The "Spoils" System and Civil Service Reform in the Custom House and Post Office at New York. By Dorman B. Eaton. New York: G. P. Putnam's Sons.—Calendar New England Conservatory of Music. Boston, Mass.—Purposes of the Civil Service Reform Association. New York: G. P. Putnam's Sons.—Alcoholic Liquors in the Practice of Medicine. By N. S. Davis. New York: J. N. Stearns.

One by one the infusible substances found in the earth yield to the skill of man. Nickel was at one time deemed infusible, and at best only metalloid. It is many years since that its infusibility was conquered, and now pure nickel may be procured in almost any form. The latest achievement in this direction appears to be the successful reduction of iridium from its ores by Mr. John Holland of Cincinnati. By mixing a certain percentage of phosphorus with the ore, the metal can be melted and run into bars; the phosphorus can then be eliminated by heating the bars to a white heat in the presence of lime. The metal cannot be forged or filed into shape, but is cut with a revolving copper disc, treated with emery and water. Its use has been suggested as electrodes in lieu of carbon in the electric lamp.

At Bologna, on the 26th of September, there is to be a congress of geologists, at which all civilized countries are to be represented, for the purpose, mainly, of effecting uniformity in the geological nomenclature of the world. The deliberations are to be conducted in French. A preliminary Convention was held in Paris in 1873, and the proceedings at that conference will show results in the one soon to meet. Commissioners appointed to report upon many different countries are expected to contribute valuable and interesting information and suggestions.

A unique idea in book making is Scribner & Welford's Parchment Library. The six volumes, Shakespeare's Sonnets, English Odes, Imitation of Christ, Tennyson's Princess, Shelley's Poems, and Tennyson's In Memoriam, are printed on handsome paper, bound in limp parchment. The price of each is \$2.40. For gift books at holiday time this series will be appropriate.

Scribner's readers must prepare to see the old name changed for *The Century* with the November number.

"Pretty Stories."

This little book is "going off like hot cakes." It is a capital thing to teach children to write their own stories. Probably Charles Dickens had one of these; that was the cause of his success as a writer. The price is eight cents postpaid. Write to William F. Kellogg, 21 Park Place, and he will send you a copy. Besides this, he has all sorts of things for schools and teachers—pencils, blackboard-erasers, etc., etc.

The Estey Organs are purchased by almost every one because they are such excellent instruments. We don't well see how any one can put in their parlors a handsomer piece of furniture than an Estey Organ—and then the music it produces! Oh my!

KEEP OUT BAD READING.

The Scholar's Companion.

MONTHLY, 50 CENTS A YEAR.

A BRIGHT, INTERESTING, AND LIVE PAPER FOR SCHOLARS. THE BEST PAPER FOR A

Supplementary Reader.

This month will be a red letter month in the history of each reader of the COMPANION. Why? you ask. Because the paper has changed its form into a much more convenient size, and besides having an extra amount of reading matter, has a handsome tinted cover. When we began the publication of the paper we said we would make the best paper published for the scholars, if they would help us. And they have helped us nobly, and many teachers also. Now we want every teacher who wants his pupils to have the best, most instructive, and most interesting reading in the neatest and most convenient form to send to us for sample copies and get up a club among his scholars. Then use it as a supplementary reader in the school.

PREMIUMS.

We do not ask you to do this for nothing. Not at all. We will send you our 4-page Premium List containing a large number of useful and beautiful articles which we send FREE to those who send us subscribers. You can furnish your scholars with a library, or dictionary, organ, microscope, etc., or yourself with the best works on teaching, a watch, a gold pen, etc., with no expense, and but little trouble. The paper will have a number of novel features this winter, the first of which is explained in the September number, under the announcement of Art Prizes.

The September Number.

The Sept. No. (just out) contains—"What a Tramp Did (Illustrated)"; "Albert"; "Beer Drinkers"; "Margaret Fuller Ossoli"; "Rain and Snow"; "More Faithful than Favored"; "How Lead Pencils are Made"; "The Pulse, the Temperature, and the Respiration"; "An Evening of Games"; "American Go-Aheaditiveness"; "In Peace Prepare for War"; "Water-Colors"; "The Times—August." Next comes the three most interesting departments—"The School-Room"; "The Writing Club," and "Letter Box." After these, "Curious Dates"; "Bertie Wilson"; "Silk and Satin"; "Story of a Handkerchief"; "Dueling"; "What is an Echo"; "Battle Snakes"; "The Fourth of July"; "How to Take the Weather"; "Children in Japan"; "Paul Revere"; "E Pluribus Unum"; "Chemistry" Uncle Philip's Budget"; "Alfred Tennyson," etc., etc., and on the last page the bright letter from the Editor. Is not this a rich feast for the scholars? Address for sample and terms.

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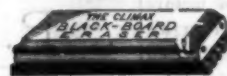
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the younger the scholar, the more need of individual and pertinent address to him in his teaching. An audience of mature minds can possibly follow a speaker in his train of connected thought. Not so an audience of little children. How is it, then, that in Sunday-school work alone there is a peculiar proneness to ignore the truth, and to act in defiance of its requirements? Why are the youngest members of the Sunday-school so commonly massed by the score or the hundred, to be taught as if they had no separate identity? If there is one scholar more than another who needs to be taken by the hand, and spoken to by name, and questioned and instructed according to his own peculiar capacity and need, it is the average scholar in the primary department or the infant class. But he is just the scholar who is most likely to be passed over and neglected in the ministry of the Sunday-school hour. It is true that the full chorus of infant voices is "so sweet," and that the sight of the little ones, row upon row, is so pretty; but, after all, ought the scholars to lack the supply of God's truth which their young souls need and long for, just because the present popular style of their teaching, or of their showing off, pleases both teachers and visitors amazingly? No primary class is properly instructed that does not in some way, during some portion of the exercises, secure the individual teaching of each particular scholar.—*S. S. Times.*

COLD FIRE.—M. Friedel has introduced a new liquid hydro-carbon, which, according to recent experiments, seems to be possessed of extraordinary qualities. It boils at one hundred degrees Fahrenheit, gives a brilliant white light, unaccompanied by heat; and the slightest puff of wind will extinguish it in case of accidental ignition. The corner of a pocket-handkerchief, or even the finger, can be dipped into it, lighted, and used as a temporary torch, without any injury to the novel wick. Owing to the cold produced by the rapid evaporation of the liquid, it would thus seem possible, by means of this new agent, to make one finger serve as a taper whilst sealing a letter with the others.

An electro-magnet has lately been made by Messrs. von Feilitzsch and Holtz for the University of Greifswald. The case is formed of twenty-eight iron plates bent into horseshoe shape, and connected by iron rings so as to form a cylinder 195 mm. in diameter. The height is 125 cm.; the total weight 628 kilogr. The magnetizing helix consists of insulated copper plates and wires having a total weight of 275 kilogr.

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2. For the first prize the entire twelve cards must be colored; for the others not less than six.
3. The cards must be sent to us postpaid. There must be a certificate that they are the sender's own unaided work, both as to colors and as to execution; also the age of sender. This certificate must be given by a teacher, minister, or justice of the peace.

The "Art Term" will close May 30, 1882. Each card should have the sender's name, age and address on the back. After the prizes are awarded, the cards will be distributed among the Children's Hospital and Orphan Asylums in New York.

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This is how the prize is gained;
Be in time.

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Be in time.

Life with all is but a school;
We must work by plan and rule,
Ever steady, earnest, true,
Whatever you may do;
Be in time.

Listen, then, to wisdom's call—
Knowledge now is free to all;
Be in time.

Youth must daily toil and strive,
Treasure for the future hive;
For the work they have to do,
Keep this motto still in view—
Be in time.

The Century Co., publishers of Scribner's Monthly (to be known as the Century Magazine after October) will soon issue a portrait of Dr. J. G. Holland, which is said to be a remarkably fine likeness; it is the photograph of a life-size crayon drawing of the head and shoulders, recently made by Wyatt Eaton, and will be about the size of the original picture. It is to be offered in connection with subscriptions to the Century Magazine.

In the September *Wide Awake*, Edward Everett Hale discourses at some length upon the assassination of rulers, ancient and modern, in a manner which will set all young citizens to thinking upon the political dangers incident to all forms of government.

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The September *Wide Awake* contains Part I. of a stirring story for boys, by Arlo Bates, the editor of the Boston *Courier*, entitled "King Philip's Head."

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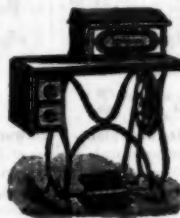
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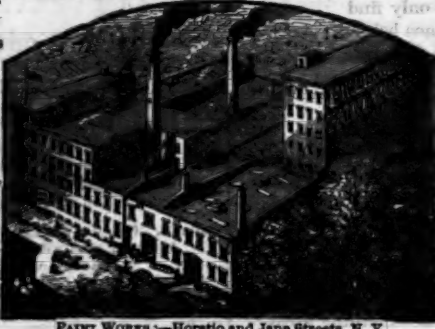
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